DOCUMENT RESUME

ED 088 815 SP 007 784

TITLE	A Prevention-Intervention Model for Students' Learning and Behavior Problems. Final Report of Subcontracted Services for Planning, Program Consultation, Teacher Training, and Research and Evaluation.
INSTITUTION	Nashville - Davidson County Metropolitan Public Schools, Tenn.; Tennessee State Dept. of Mental Health, Nashville. Child and Youth Development Inst.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Tennessee State Dept. of Education, Nashville.
REPORT NO	71-0007-0-1
PUB DATE	Nov 71
NOTE	243p. Prepared by the Tennessee State Department of Mental Health in cooperation with Metropolitan Nashville - Davidson County Schools
EDRS PRICE	MF-$0.75 HC-$11.40
DESCRIPTORS	*Behavior Problems; *Inservice Teacher Education; Institutes (Training Programs); Models; *Prevention; *Programed Instruction; Program Evaluation; *Student Problems; Teacher Education
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Tennessee; *Tennessee Re Education Institute

ABSTRACT

The project detailed in this document was for the planning of an operational proposal which would allow the testing, in public school classrooms, of selected elements of the Tennessee Re-Education Institute's residential program designed for work with students having learning and behavior problems. The material in this document includes a statistical report, progress and activity report, evaluation report, and dissemination report. Also included are the results of planning activities pursuant to the implementation of the project. The planning activity results are divided into a summary report of training activities and their evaluation and evaluation materials developed for the ongoing, total project as implemented in the schools. Training module information is contained in Appendix A. The training modules are subdivided into eight "program modules" with each training module outline preceded by the vita of the program consultant responsible for that program module. Appendix B presents the list of prepared video tapes and their accompanying video guides. Appendix C contains the multiple choice items prepared during the planning grant period for each module area with the exception of the Behavior Management and Programming modules. (JA)

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Final Report
of
Subcontracted Services
for Planning
Program Consultation, Teacher Training
and
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ESEA, Title III, P.L. 89-10

Project No. 71-0007-0.1

February - July, 1971

A Prevention-Intervention Model
for
Students' Learning and Behavior Problems
Funded by the
Tennessee Department of Education
through the
Metropolitan Nashville-Davidson County Public Schools

Tennessee Department of Mental Health
Division of Children and Youth Services
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November, 1971

SP 007 784

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INTRODUCTION

The materials enclosed within this report represent the results of planning activities during the spring and early summer of 1971 pursuant to the implementation of the Prevention-Intervention Project. This report is divided into two primary sections: 1) the summary report of training activities and their evaluation and, 2) evaluation materials developed for the ongoing, total project as implemented in the schools. Both activities of preparation for training and its evaluation and preparation for the total evaluation of the project were parallel activities which were occurring simultaneously during the planning period.

Training module information is contained in Appendix A (Red divider). The training modules are sub-divided into eight "program modules" with each training module outline preceded by the vita of the program consultant responsible for that program module. These are presented in the formats developed during the planning period for the six-week training phase of the Prevention-Intervention Project.

In planning for developing these training materials, program consultants were asked to order their materials around the following nine areas:

1. List of concepts to be taught.
2. List of behavioral objectives for training (one or more per concept).
3. Training activities for each objective.
4. Sequence of training activities by day and week of training.
5. List of outside assignments (practicum, readings, etc., by day assigned).
6. Demonstration and semi-programmed video tapes.
7. Teaching machine programs for presenting factual information (terms, concepts, etc.).
8. Multiple choice evaluation items } (ideally to cover all concepts to be taught)
9. Open-ended evaluation questions }

(Items written for areas 8 and 9 are included in Appendix C.)

Every module has at least a list of concepts to be taught and a list of behavioral objectives keyed to one or more of the objectives. These training modules were presented in the order delineated on the accompanying calendar sheet. The sequence of training activities was considered particularly pertinent to careful and successive acquisition of utilitarian information. Thus, various sub-portions of the different training modules were scattered throughout the six-weeks' training rather than each module being presented as a block of information.

Appendix B (Blue divider) presents the list of prepared training video tapes and their accompanying video guides. These tapes, largely filmed by Paula Spigarelli, Mike Ragsdale and Frank Rousseau and edited by Miss Spigarelli under the content guidance of each program consultant were prepared during the planning grant period as aids to the understanding and acquisition of information to be gained from each tape. Semi-programmed procedures were utilized in the preparation of most of these tapes. In viewing the semi-programmed tapes trainees were asked to attend to certain dimensions of the sequence soon to be presented. After completing the sequence, one or more questions pertinent to the concept to be learned were asked with the expectation that trainees would write their responses on their video guide sheet. After a brief period of time had elapsed to allow trainees to complete their answers, the answers were presented on the screen for corrective feedback. Each important concept to be learned from that particular video-tape therefore called for differentiated responding from each trainee after which corrective feedback would be presented. Some of the video tapes were simply demonstration tapes and as such, did not necessitate a programming format.

Appendix C (Green divider) contains the multiple choice items prepared during the planning grant period for each module area with the exception of the Behavior Management and Programming modules. For these two modules selected items from the Classroom Behavior Inventory (Cantrell and Cantrell, 1969) were used for pre-post training session assessments.

In addition, essay-type open-ended questions were asked of the trainees on a pre-training, post-training basis. There was no attempt made to differentiate the module source of these questions for the trainees and because of insufficient testing time the following items were deleted from both pre- and post-testing:

35 - 43
67 - 89
95 - 96
104 - 110

Each trainee's pre-post training responses to the remaining 68 items were coded and typed in such a manner as to assure that the program consultants could not ascertain which were pre-training responses and which post-training responses. Four program consultants rated all trainee's responses to each of the sixty-eight questions using an eleven-point rating scale:

10 completely correct, no incorrect elements
9 about 90% correct, about 10% incorrect elements
8 about 80% correct, about 20% incorrect elements
7 about 70% correct, about 30% incorrect elements
6 about 60% correct, about 40% incorrect elements
5 about 50% correct, about 50% incorrect elements
4 about 60% incorrect, about 40% correct elements
3 about 70% incorrect, about 30% correct elements
2 about 80% incorrect, about 20% correct elements
1 about 90% incorrect, about 10% correct elements
0 completely incorrect, no correct elements

The results of these 1360 ratings (68 x 2 (pre-post) x 10 trainees) are reported in the following Results of Training section. From this pool of initial items, a smaller number of predictive items with specific answer content will be used for future training evaluation purposes.

Section I: Results of Training

The training results as shown on the multiple-choice test items are presented in Table 1. The Classroom Behavior Inventory (CBI) was designed to tap a teacher's implicit knowledge of behavioral principles without expecting the teacher to have a concomitant technical behavioral vocabulary. In this inventory situations common to a school environment are used to elicit "what-to-do" response choices from teachers.

Results of training in the Behavior Management and Programming modules were reflected in not only mean changes on CBI scores but also in a significant decrease in the variability of CBI scores pre- to post-training In fact, the variability went from 64.04 to 29.82 pre to post (t variance = 2.95, $p < .01$) mitigating against the use of a t test for correlated means since the assumption of homogeneity of variance could not be met. Therefore a Sign test was used to test the hypothesis that there had been a significant positive shift in behavioral knowledge correlated with the training. This Sign test result was significant ($p = < .002$).

Significant decreases in variability correlated with training were obtained across several of the evaluation areas as can be noted from Table 1. Each time a significant t test for correlated variances was obtained, a Sign test was performed to test for predicted change in performance.

The Parent Behavior Inventory (Cantrell and Cantrell, 1969) is a translation of the Classroom Behavior Inventory into the home setting or situation. Trainees again demonstrated a significant ($t = 6.90$ $p < .005$) decrease in variability across testings, necessitating the use of the Sign test which was likewise significant ($p = < .011$) in the predicted direction.

Total score means on the Minnesota Teacher Attitude Inventory (Cook, Leeds & Callis, 1951) were not significantly different pre- to post-training (Sign test $p = .254$), although there was a significant decrease ($t = 3.72$, $p < .005$) in variability across testings.

On the basis of the 1971 factor analysis study of the Minnesota Teacher Inventory conducted by Yee and Fruchter (1971), a particular rescoring of the obtained MTAI results was performed. Some explanation of each of these factors is necessary to explain the meaning of the obtained results.

Factor I, according to these authors, contains the largest number of items and has been entitled, "Children's Irresponsible Tendencies and Lack of Self-Discipline". As interpreted, agreement or positive scores on Factor I suggests "...authoritarian, pessimistic, repressing, reproachful evaluations of children" (pp. 121-122, 1971). Disagreement with, or negative scores on items composing Factor I implies a more permissive and accepting approach toward children. For this group of trainees the pre-test mean was -17.00, implying an initially favorable attitude toward pupils by this group. The post-training mean for Factor I was -21.70, indicating an increase in permissive and accepting attitudes toward children correlated with the training program. This shift in mean attitudes was significant ($t = 1.95$, $p < .05$). The items on this factor dimension are

TABLE I

Means, Variances and Significance Tests for Prevention-Intervention Project Training Results

	Pre-Test		Post-Test				
	Raw Score Mean	Raw Score Variance	Raw Score Mean	Raw Score Variance	t-test for correlated variances	t-test for correlated means	Sign test
Classroom Behavior Inventory (60 possible correct)	29.60	64.04	43.40	29.82	2.95**	Not Appropriate	p=.002
Parent Behavior Inventory (56 possible correct)	39.30	61.12	50.40	14.49	6.67***	Not Appropriate	p=.002
Parent Behavior Inventory (32 possible negatively weighted incorrect)	-1.70	1.79	-.70	1.12	1.39N.S.	2.02*	
Parent Behavior Inventory (Total= Rights-Wrongs)	37.4	79.82	49.70	18.01	6.90***	Not Appropriate	p=.011
Minnesota Teacher Attitude Inventory (MTAI) (150 possible correct)	103.60	134.93	105.20	45.51	4.65***	Not Appropriate	p=.377N.S.
Minnesota Teacher Attitude Inventory (MTAI) (150 possible incorrect)	30.50	174.28	23.20	125.29	1.16N.S	2.03*	
Minnesota Teacher Attitude Inventory (MTAI) (Total= Rights-Wrongs)	73.00	569.78	82.00	231.33	3.72***	Not Appropriate	p=.254N.S.
MTAI-Factor I (Yee & Fruchter, 1971)	-17.00	94.22	-21.70	118.23	.95N.S.	1.95*	
MTAI-Factor II (Yee & Fruchter, 1971)	-13.30	8.90	-13.20	11.07	.63N.S.	.08N.S.	
MTAI-Factor III (Yee & Fruchter, 1971)	-13.10	26.77	-15.50	32.94	.86N.S.	1.87*	
MTAI-Factor IV (Yee & Fruchter, 1971)	3.90	3.66	3.40	3.60	.05N.S.	.89N.S.	

TABLE I (cont.)

MTAI-Factor V (Yee & Fruchter, [illegible]971)	2.40	1.38	2.20	2.62	2.04*	Not Appropriate	p=.50N.S.
Ecological Planning (20 possible correct)	16.30	4.90	17.90	4.10	.58N.S.	2.33*	
Program Relevant Evaluation (12 possible correct)	8.67	1.25	9.89	1.11	.35N.S.	1.98*	
Precision Teaching (9 possible correct)	5.80	4.40	7.40	1.38	4.66***	Not Appropriate	p=.02
Group Process (7 possible correct)	3.20	3.07	4.80	4.40	.83N.S.	1.86*	
Behavior Management (19 items from CBI)	8.30	20.68	15.90	5.21	5.33***	Not Appropriate	p=.011
Programming (16 items from CBI)	9.70	5.79	12.10	7.66	.91N.S.	2.84**	
Arts & Crafts (6 possible correct)	2.80	3.07	3.90	.88	4.73***	Not Appropriate	p=.172N.S.

*p < .05
**p < .01
***p < .005

particularly important in the expectations and thus with the remediative stance taken by support personnel toward problem children.

Factor II was entitled, "Conflict between Teachers' and Pupils' Interests". According to Yee and Fruchter, agreement or positive scores on items composing this factor would indicate an inclination not to respect children's "natural" behaviors and a subsequent authoritarian tendency to subordinate student interests to a teacher, subject-matter oriented regimen. Disagreement with Factor II items would reflect more modern approaches emphasizing the interests and motivations of students.

Our group of trainees demonstrated a negatively weighted mean of -13.30 on pre-testing and a negatively weighted mean of -13.20 on post-testing. There was no significant difference between these means pre- to post-testing ($\underline{t}$ = .08).

Factor III was labeled, "Rigidity and Severity in Handling Pupils" and is explained by these authors as the attitudes of teachers toward what teachers should do in the proper handling of student behavior. Here, as with Factor I, positive agreement by teachers on items which comprise Factor III indicates a rigid and authoritarian approach toward children as though the teacher and her pupils were opponents or adversaries. Disagreement with these items, or negative scores, would indicate attitudes disconsonant with teacher expectations of pupil acquiescence or obedience toward the teacher as the authority in the classroom.

Trainees were not, on the average, in agreement with the items of Factor III (pre-training mean = -13.10) and were significantly less in agreement with this attitudinal dimension following the six-weeks' training (post-training mean = -15.50, $\underline{t}$ = 1.87, $p < .05$).

Factor IV, entitled "Pupils' Independence in Learning", was not clear as to its proper interpretation according to Yee and Fruchter. Whether agreement with items comprising Factor IV was indicative of a laissez-faire attitude by teachers or an attitude concerned with facilitating student interests and achievement, these authors were not willing to render such judgments prematurely.

Trainees showed no significant shift in their scores on Factor IV from pre- to post-training ($\underline{t}$ = .89). However, since the training program aimed toward active commitment from the trainees for pupil behavior and academic change, a lack of a shift toward a laissez-faire attitude would not be difficult to understand.

Factor V, entitled "Pupils' Acquiescence to the Teacher" contained only six items and appeared to convey the attitude that most children do, and should, in fact acquiesce to the teacher. Again, with this factor, as well as with Factor IV, the meaning of the dimension was not clear to the authors and they suggested further work.

Trainees showed only a significant increase in their variability of responding to this factor pre- to post-training ($\underline{t}$ variance = 2.04, $p < .05$), but not a mean change in their agreements or disagreements with this factor. This lack of change is in agreement with the lack of change on Factor II, which is similar in meaning to Factor V.

Yee and Fruchter conclude that Factor I is the main dimension of the MTAI. Here is where the greatest shift in attitudes occurred with our trainees. In attitudinal changes then, trainees were significantly less in agreement with the attitude that children are basically irresponsible as well as being less rigid and severe in their attitude about handling children. These attitudinal changes were correlated with the training session.

Significant gains were demonstrated in each of the program modules of Ecological Planning ($t = 2.33$, $p < .05$), Program Relevant Evaluation ($t = 1.98$, $p < .05$), Precision Teaching (Sign test, $p = .02$), Group Process ($t = 1.86$, $p < .05$), Behavior Management (Sign test, $p = .011$) and Programming ($t = 2.84$, $p < .01$). No significant gain in knowledge was shown for the Arts and Crafts module (Sign test, $p = .17$).

Table 2 presents the pre-training and post-training means, standard deviations, *t* tests of correlated variances and mean differences and Sign tests (where appropriate) for each of the 68 open-ended questions. Each of these comparisons is based on an *N* of 10 unless otherwise indicated by footnote. Smaller *N*'s were used whenever any trainee failed to respond to a given question on either pre- or post-testing. Whenever such an omission occurred for a trainee, the remaining ratings (either pre or post) were also deleted.

Pre-post comparisons were performed by using the mean of the program consultants' ratings for each trainee's response to each question. For each question *t* tests for matched pair means were calculated unless a significant (t_{var}) shift in variability occurred between pre- and post-training. Whenever a significant *t* for correlated variances was obtained, a Sign test was calculated, since under significant variance differences the matched pairs *t* is not appropriate.

Since significant gains in ratings pre- to post-training had been predicted, one-tailed statistical comparisons were calculated. Twenty-nine of the 68 questions showed significant differences in the predicted direction.

Multivariate analysis procedures would have been more appropriate, but as of the date of this reporting, access arrangements to a large computer have not been finalized. Whenever this type of analysis is possible, the more appropriate multivariate test of these changes will be calculated.

The following list gives the open-ended question numbers and their associated training module areas:

Item Numbers	Program Module
1-17	Ecological Planning
18-34	Academic Programming and Program Relevant Evaluation
44-56	Precision Teaching
57-66	Behavior Management
	Programmed Instruction
90-94, 97-103	Group Process

TABLE 2

Results of Pre-Post Training on Open-Ended Questions

Question Number	Pre-Training Mean	Pre-Training S.D.	Post-Training Mean	Post-Training S.D.	t_{var}	t	Sign Test
1[1]	4.40	2.86	7.18	2.17	-.817	2.815*	
2	3.78	3.53	6.33	3.10	-.423	2.400*	
3	5.79	2.65	8.60	.851	5.863##		p=.001
4	6.00	1.41	6.68	1.92	1.119	1.4006	
5	5.78	2.52	6.90	1.87	.892	1.0072	
6	8.33	1.33	8.35	1.22	-.446	-.107	
7	5.15	2.09	7.45	2.42	.481	3.205**	
8	5.68	2.17	6.38	2.09	-.159	1.446	
9	5.73	1.68	6.03	1.74	-.100	.369	
10	5.90	1.13	7.65	1.17	-.101	3.873***	
11	6.38	1.99	7.68	.993	2.164#		p=.172
12	7.45	1.80	7.63	1.89	-.152	.278	
13[2]	3.33	2.24	7.86	1.21	2.016#		p=.011
14	7.55	1.59	8.03	1.39	.424	.944	
15	5.20	1.87	6.73	1.75	.200	2.326*	
16[2]	5.58	1.98	7.41	1.87	.159	2.429*	
17	5.15	2.20	6.38	2.50	.410	1.138	
18	5.08	1.60	6.35	1.41	.441	2.908**	
19	4.28	1.33	5.73	2.48	2.009#		p=.090
20	5.73	2.49	6.43	2.65	.282	1.294	
21	6.83	1.03	7.00	1.77	2.066#		p=.254
22	7.78	2.82	8.05	2.10	1.203	-.256	

TABLE 2 continued

23	5.73	2.16	7.45	1.24	1.769	2.226*	
24	6.03	1.98	7.10	1.70	.443	1.289	
25	5.70	2.64	8.88	.937	3.782$^{\#\#}$		p=.002
26	8.38	.729	8.73	.661	.330	1.655	
27	5.65	2.00	6.65	1.29	1.33	1.524	
28	6.63	2.32	7.60	1.22	1.956$^{\#}$		p=.623
29	7.53	2.51	7.60	1.73	1.10	-.077	
30	4.65	1.32	5.78	2.22	2.054$^{\#}$		p=.055
31[3]	6.22	3.77	8.31	1.21	7.124$^{\#\#}$		p=.363
32[3]	4.59	2.00	6.38	2.83	1.002	2.002*	
33	5.03	1.71	5.75	2.03	.518	1.059	
34[2]	6.11	1.72	6.69	1.42	.652	1.257	
44	6.83	3.55	9.03	.820	6.190$^{\#\#}$		p=.377
45	4.68	2.72	8.58	1.64	1.634	4.852***	
46	3.90	1.48	6.33	1.96	.817	3.410***	
47	1.61	2.68	7.45	2.05	-.780	6.364***	
48	4.95	3.60	8.60	1.06	5.139$^{\#\#}$		p=.172
49	8.48	1.41	9.15	.242	8.095$^{\#\#}$		p=.227
50	8.38	.757	8.65	.679	.425	.659	
51	6.13	.592	8.00	1.15	2.546$^{\#}$		p=.001
52	6.45	3.48	9.00	2.59	.938	2.419*	
53	4.45	2.13	5.90	1.13	1.935$^{\#}$		p=.377
54	4.40	2.83	8.05	2.55	-.364	4.684***	
55	5.85	1.49	6.18	.613	3.134$^{\#\#}$		p=.377
56	8.30	1.78	8.70	1.71	-.116	.571	
57	3.20	1.16	5.23	2.66	2.647$^{\#}$		p=.055
58	6.45	2.23	7.68	1.41	1.402	1.706	

TABLE 2 continued

59	5.13	2.66	9.40	.603	5.918##		p=.001
60[3]	4.50	4.39	9.34	.399	15.321##		p=.145
61[3]	3.97	1.12	6.13	2.11	1.684	3.403**	
62	4.85	2.20	7.93	1.61	1.055	5.0396***	
63	4.00	2.70	6.35	2.55	-.181	2.701*	
64[2]	3.86	2.22	5.53	2.66	.780	3.032**	
65	7.70	2.25	8.45	1.70	.837	.982	
66	4.20	1.41	7.25	1.74	.680	3.559***	
90	5.15	2.38	6.30	2.47	.124	1.548	
91	7.20	.438	7.13	1.64	4.986##		p=.910
92	3.48	3.09	6.60	2.66	-.434	2.706*	
93[2]	3.36	2.71	5.92	2.92	-.202	2.145*	
94	6.53	1.13	5.53	1.69	1.222	1.581	
97	5.95	1.58	6.08	1.87	.511	-.139	
98	5.55	2.93	6.78	1.97	1.210	1.295	
99	6.43	2.02	6.55	1.21	1.639	-.206	
100	5.10	2.51	6.08	2.27	.332	1.304	
101	2.45	1.38	7.93	2.47	2.17#		p=.001
102	5.06	2.19	7.08	1.26	1.661	2.688*	
103	4.15	2.18	5.28	1.80	.787	2.327*	

[1] Npairs = 9

[2] Npairs = 8

[3] Npairs = 7

* p < .05 (1-tailed test)

** p < .01 (1-tailed test)

*** p < .005 (1-tailed test)

# p < .05 (2-tailed test)

## p < .01 (2-tailed test)

From Table 2 it can be noted that the program consultants rated pre- to post-training changes somewhat differentially across training module areas. For example, for the Ecological Planning module 8 out of 17 (47%) of the questions (1-17) were perceived as significantly improved on post-training analysis when both *t* tests for mean differences (where appropriate) and Sign test ($p \leq .05$) results were utilized. Likewise, when questions dealing with Program Relevant Evaluation and Academic Programming (questions 18-34) were rated by all program consultants, 4 out of 17 (24%) were perceived as significantly improved on post-training analysis over pre-training responses. The same statistical analysis procedures were used. For the Precision Teaching module, 6 out of 13 (46%) of those questions (questions 44-56) were rated as significantly improved, while for Behavior Management 6 out of 10 (60%) for questions 57-66 and 5 out of 12 (42%) for Group Process (questions 90-94, 97-103) were rated as significantly better answers than were pre-training responses.

Further analyses of these open-ended questionnaire results are planned with the intended goal being the replacement or elimination of items that discriminate poorly.

In summary, the results of the training program were generally encouraging. Of course, it must be understood that at this point almost all of the items used in the evaluation of the training program are presumptive rather than predictive. There are no data from the training program itself to demonstrate past efficacy in producing reliable or valid changes in child workers' or teachers' behaviors in the ways they handle problem children as a function of the training program. Thus the efficacy of the training effort and the evaluation of that training are compounded by a noticeable lack of prior data. However, information gained from this summer's training serves as the data base for further analyses. These will be based upon the differential measures of success and failure of these support teams in their work settings across the span of the project.

Even with constraints placed upon the interpretation of the training results, several results appear clear. First, all of the training module areas, with the exception of Arts and Crafts, produced significant changes in the trainees' information levels, at least on paper and pencil measures constructed by the program consultants and other measures. Secondly, these changes in information were concurrent with changes in trainee attitudes about children. These attitude changes shifted in the direction of more acceptance of children as children and less acceptance of the idea that students should acquiesce to the teacher as an authority figure.

Section II: Evaluation Materials for the Total Project

Two major types of evaluation materials for the total project were either developed or chosen during the planning period. These were 1) the "product" oriented measures such as teacher and pupil measures of knowledge or achievement acquisition and, 2) the "process" measures used to monitor and/or document the changes occurring within experimental classes and with target children as support personnel worked within the school systems. The "product" measures are discussed below under the heading "General Evaluation Materials" while the "process" measures are discussed under the two headings of "Decision-Making Heuristic" and "Video-Tape Rating Procedures."

General Evaluation Materials

Paper and pencil inventory materials, such as the Minnesota Teacher Attitude Inventory, the Classroom Behavior Inventory, the Otis-Lennon Primary II Intelligence Test and the Metropolitan Primer Achievement Test are copyrighted materials and were not included in this report. These may be obtained separately if the reader chooses to peruse them further. These were the "product" evaluation materials chosen to be used with teachers and pupils in experimental and control schools.

Additionally, questionnaires for sampling parents' and community agents' concerns for first grade children under their care were also developed during this time period. Suggested formats for Parent and Community Agent questionnaires are included in Tables 4, 5 and 6. The suggested letter format presented in Table 4 was intended for parents of children in the experimental schools. This letter was accompanied by a blank sheet of paper which has at its top a space for the child's name, birthdate and the heading, "Your Concerns for Your Child." This same sheet accompanies the letter presented in Table 5 which was intended for parents of control school first graders. Table 6 presents the suggested letter for submission to community agents such as pediatricians, welfare workers, juvenile court workers, guidance center workers, etc. This letter was accompanied by a sheet similar to that sent to parents except with spaces for information on more than one child.

Each school system changed these letters in varying ways to fit their individual system requirements as they judged appropriate. Information gleaned from these questionnaires will be used in establishing predictive formulae for actual or potential target children in experimental and control schools.

Decision-Making Heuristic

An additional evaluation and monitoring process was initiated during the planning period with further development continuing into the formal project period. This was the heuristic checklist (Appendix D, Yellow divider) keyed to the flowchart as represented in the original proposal and re-presented in this report (Appendix E, Buff divider). This checklist becomes a way of monitoring information as gathered by support personnel about target children across the areas of behavior, academic and other ecological problems. Cluster analysis procedures on this information are planned once sufficient data have been gathered regarding problem area elements and successful versus unsuccessful strategies for their resolutions.

Support personnel are to use the checklists for their own case report recording procedures, adding and dating new information as it accrues and as the case progresses. New information is copied from the master checklist weekly, dated and sent to the Evaluation office. At the Evaluation office this up-dated information is checked-in and recorded on a weekly reminder sheet which goes to the program consultants. The program consultants then review the information which in turn makes their consultation inputs more efficient and useful to the support personnel.

Video-Tape Rating Procedures

Video-tape rating procedures were initiated during the planning project period with continuing refinement work extending beyond the planning period. A combination of Flanders interaction analysis variables and behavior modification variables were utilized in a ten second time sampling format. Data collectors from each school system were taught to recognize and code the categories of teacher and target child behaviors found in Table 3.

Data collectors were taught to rate classroom interaction directly onto optical scan sheets using a rating board designed by P.I.P.'s Research Analyst II, Miss Joy Wood. Ratings are to be performed in an Antecedent, Response, Consequence (ARC) format each ten second period of a 30 minute observation period. For the first three seconds of the ten second interval teacher verbalizations are sampled and recorded. If the teacher says nothing during that three second interval, a "10" for silence or confusion is recorded. The remainder of the interval is used for observing and recording the target child's responses and the consequence he may earn subsequent to those behaviors. Format ratings are recorded only during the intervals when there is actually a change in classroom format.

One persistent problem in video rating procedures has been that of identifying exactly, for any number of raters, where a particular event occurs on the tape. Unless such precision can be assured, rater reliability coefficients cannot be interpreted in reference to video-taped events alone and unreliability may be a function of rating at differing portions of the tape.

This problem was solved for our procedures by audio recording, in sequence, the number assigned to each successive ten second interval for a period of thirty minutes. This audio recording is then fed into a microphone mixer and dubbed onto the audio track of the video recorder. Thus every ten seconds on a playback not only is there a time signal, but also there is a particular numeral assigned to that ten second period. This enables the viewer to find sequences of particular interest rapidly and accurately.

Data collectors have been worked with individually and, since obtaining their video recorders, have been supplied with two training tapes which have been keyed by the Evaluation office. To date, inter-rater reliability estimates have ranged between 77%-86% while intra-rater estimates have ranged between 83%-88%.

TABLE 3

Categories of Teacher-Target Child Interaction Information

Category Number or Abbreviation	Description of Category	
1	Accepts Feelings (Flanders)	Teacher Behaviors
2	Praises or Encourages (Flanders)	
3	Accepts or Uses Ideas of Pupil (Flanders)	
4	Asks Question (Flanders)	
5	Lecture (Flanders)	
6	Gives Directions (Flanders)	
7	Criticizes or Justifying of Authority (Flanders)	
10	Silence or Confusion (Flanders)	
8	Student Talk-Response (Flanders)	Target Child Behaviors
9	Student Talk-Initiative (Flanders)	
A	Attentive Posture Toward Task	
NA	Non-Attentive Toward Task	
D	Disruptive	
SC	Silence or Confusion	
T(+)	Teacher positive consequence	Consequences Obtained by Target Child
T(-)	Teacher negative consequence	
P	Peer attention	
TP	Teacher and Peer Attention	
NC	No Consequence	
1	Teacher with Total Group	Class Format
2	Teacher with Small Group without Target Child	
3	Teacher with Small Group with Target Child	
4	Individual Seat Work, Teacher Circulating	
5	Individual Seat Work, Teacher at Desk	
6	Other	
7	Silence or Confusion	

TABLE 4

Suggested Letter Format for Parents of First Grade Students in Experimental Schools

Dear Parent of a First Grader:

Beginning in September of this year we have initiated a special program in a few of our elementary schools designed to ease the transition for your child from home to a first grade school experience. Is there anything (health, behavior, development, etc.) about your child you feel we should know that would help prevent small problems from becoming large ones or large problems from becoming larger during his/her first few months of school?

If so, please write an explanation on the enclosed sheet and enclose it in the pre-addressed envelope. This information will be reviewed and treated confidentially by a three-person teacher team of which your child's teacher is a member.

TABLE 5

Suggested Letter Format of Parents of First Grade Students in Control Schools

Dear Parent of a First Grader:

We are concerned about finding ways to ease the transition for your child from home to a first grade school experience. Is there anything (health, behavior, development, etc.) about your child you feel we should know that would help prevent small problems from becoming large ones or large problems from becoming larger during his/her first few months of school?

If so, please write an explanation on the enclosed sheet and enclose it in the pre-addressed envelope. This information will be made available to your child's teacher.

(Appropriate closing

and signature)

TABLE 6

Suggested Letter Format for Community Agents Serving Experimental and Control Schools

Dear ______________________________:

Since you occupy a position of direct involvement with young school children, we would like to introduce a new school-based program to you. Your locale is one of five locations in Tennessee served by the Prevention-Intervention Project, a federally funded five-year program which has as its primary aim the prevention of behavior and academic difficulties in first grade children in chosen experimental schools. A second goal is that of resolving some of these behavior and academic problems with second and third grade children in the same schools who are already demonstrating behavioral and academic problems. To attempt the accomplishment of these goals we have placed in two elementary schools, ______________________________ and, ______________________________, specially trained teachers who, together with the teacher who has the particular child in question, will work as a team to help resolve these problems. However, in addition we are asking that if you have concerns about children who currently attend our two control schools, ______________________________ and ______________________________, that you provide similar information for these children. In this way we eventually hope to gauge the relative effectiveness of our experimental program.

As you might have already surmised, the problems in initiating a preventive program are many. This questionnaire is one way in which we hope to learn about children who may well be caught in a cycle of behavioral and academic failure. We hope that by establishing direct contact with community agents who have had the concerns of these children as part of their daily responsibility, we can locate these children and work together with you to smooth their passages into the school environment. If we can learn which children have had various health, behavioral, or other developmental problems prior to their introduction into public school, we can work out facilitative programs to supplement and maintain the gains made up to that time. Otherwise, we will be left with the now historic pattern of waiting until problems express themselves in the new setting and then attempting to deal with them.

We should again point out that since we are only working in a few schools so far, some of the children you might be concerned about might not be directly affected. However, we would like to ask that you provide, on the sheet provided, the name and address and/or parents' names of the children about whom you are concerned and something of the nature of the concern you have for each child. A pre-addressed envelope is enclosed for your use in sending the information back to us. Your doing so would be most appreciated. The confidentiality of the information will be stringently maintained.

(Appropriate Closing)

(Appropriate Signature)

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Cook, W. W., Leeds, C. H., & Callis, R. The Minnesota Teacher Attitude Inventory. New York: Psychological Corporation, 1951.

Yee, A. H., & Fruchter, B. Factor content of the Minnesota Teacher Attitude Inventory. American Educational Research Journal, 1971, 8, 119-133.

			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
July 5-9	I	AM	Pre-Testing	Pre-Testing	Overview FR	Behavioral & Competency Models MC	Competency & Ecological Models LO	Ecological Planning II LO
		PM	Pre-Testing	Pre-Testing	Basic Evaluation Techniques FR	Basic Programming Principles MC	Ecological Planning I LO	Program Relevant Evaluation BL
July 12-16	II	AM	Program Relevant Evaluation BL	Academic Programming BL	Retrieval System BL	Academic Materials BL	PRACTICUM BL	Actualized, Nat. & Ent. Teaching EH
		PM	Program Relevant Evaluation BL	Academic Programming BL	Retrieval System BL	Academic Materials BL	Ecological Planning III LO	Actualized, Nat. & Ent. Teaching EH
July 19-23	III	AM	Motor Programming I BG	Motor Programming II BG	Behavioral Principles MC	Observing & Measuring Behavior I FR	PRACTICUM LO	X
		PM	Arts & Crafts I BG	Arts & Crafts II BG	Behavioral Principles MC	Observing & Measuring Behavior I FR	Ecological Planning IV LO	X
July 26-30	IV	AM	Observing & Measuring Behavior II FR	Behavioral Programming II MC	Programming with Natural Agents MC	Parent Education EH	PRACTICUM EH	X
		PM	Behavioral Programming I MC	Classroom Programming MC	Contingency Contracting MC	Parent Education EH	Ecological Planning V LO	X
Aug. 2-6	V	AM	Group Process I EH	Group Process II EH	Precision Teaching I FR	Precision Teaching II FR	PRACTICUM FR, LO	X
		PM	Group Process I EH	Group Process II EH	Precision Teaching I FR	Precision Teaching II FR	Ecological Planning VI LO	X
Aug. 9-13	VI	AM	Heuristic: Behavior MC	Heuristic: Ecology LO	Post-Testing	Post-Testing	PLANNING	X
		PM	Heuristic: Academic BL	Heuristic: Coding	Post-Testing	PLANNING	PLANNING	X
Aug. 16-20 Aug. 23-27			3 In-Service Workshops (Memphis, Kingsport, Nashville Metro-Robertson County) 1 In-Service Workshop (Hamilton County)					X X

OVERVIEW

and

PRECISION TEACHING

by
Frank Rousseau

VITA

Name: Frank Rousseau

Personal Information:

Date of birth: June 16, 1945

Place of birth: Memphis, Tennessee (Shelby County)

Marital Status: Single

Education:

1968 David Lipscomb College, B.A.
Major areas: Psychology and Sociology
Minor area : Philosophy

1970 George Peabody College for Teachers, M.A.
Major areas: Behavior Disorders and Special Education

Experience:

1966-67 Aid Trainee, Central State Hospital
Nashville, Tennessee

1967-68 Teacher-Counselor, Re-Ed Experimental Program for
Severely Emotionally Disturbed Children
Nashville, Tennessee

1968-69 Teacher-Counselor, Cumberland House Elementary School
(Mustang Group)
Nashville, Tennessee

1970 Special Education Consultant, Diagnostic and
Evaluation Day Care Center (for 8 mos.)
Clover Bottom Hospital and School
Nashville, Tennessee

1970 Program Consultant
Re-Ed Institute
Nashville, Tennessee

Publications:

Rousseau, Frank. Behavioral Programming in the Re-Education School, Information-Dissemination Office, Tennessee Re-Education Program, Tennessee Department of Mental Health, Nashville, Tennessee, 1971.

Consultantships:

State of Florida Vocational Rehabilitation Program
  - Beggs Educational Center
  - Pollak Activities Center
  - Cooperative School Program

Athens, Ohio (Ohio University)
  - Instructional Materials Center
  - Teacher Training Workshop Department of Special Education

Cleveland, Ohio
  - Cleveland State University
  - Department of Psychology and Special Education

Carmichael, California
  - The Arnold Homes for Children, Inc.

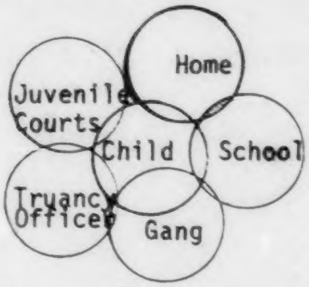
Chattanooga, Tennessee
  - Adult Basic Education Program

MODULE: Overview

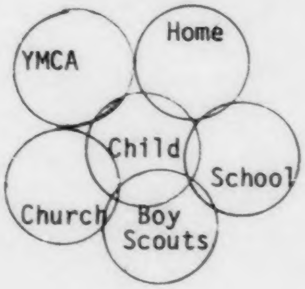
PROGRAM CONSULTANT: Frank Rousseau

I. Ecological Planning
  A. Discussion of issues and biases
    1. Behaviorally oriented approach vs. dynamically oriented approach
    2. Programming from such approaches

  B. Mapping of a Child's Ecology
    1. Hypothetical map of High Risk or previously identified child
    2. Hypothetical map of child not identified as high risk
      (a) High risk (possible or hypothetical ecological configuration)


Home
Juvenile Courts
Child
School
Truancy Officer
Gang

      (b) Non-high risk (possible or hypothetical ecological configuration)


YMCA
Home
Child
School
Church
Boy Scouts

  C. Emphasis on working in the child's ecology with "significant others". Significant others defined as "Those people with whom the child has relationships in the various parts of his ecology (i.e., parents, teachers, peers, etc.).

II. Behavioral Programming: Brief discussion on each of the following specific techniques

A. Pinpointing - defined as operationally delineating specific behaviors to focus on for intervention

B. Premack Principle - defined as

  1. Scheduling high probability activities in such a way that they occur contingently following low probability activities
  2. Delineating the high probability behaviors of an individual child for use as a reinforcer (Premack, 1965)

C. Contingency Contracting - defined as a frequently used method of contingency structuring (Homme, 1969) involving written contracts with the child

D. Token Economy - defined as the use of a generalized reinforcer in combination with a general store for a group of children (O'Leary and Becker, 1967)

E. Group Process - defined as the natural dynamics and processes resulting from and within groups

  1. Objectives regarding group process
    a. Autonomy
    b. Decision making skills
  2. Role of the teacher
    a. Reflecting individual statements and clarifying group decisions
    b. Monitoring the group within broadly defined limits
  3. Implementation of group process
    a. Group evaluation meeting
    b. Group problem-solving meeting
    c. Group planning meeting

F. Time-out - defined as the temporary disruption of the child's activities by the group, teacher, etc. (Wolf, Risley, & Mees, 1964; Bostow and Baily, 1969)

  1. In classroom settings
  2. In residential settings
  3. The "self-imposed" time-out

G. Systematic teacher attention (Madsen, et al., 1968)

  1. Positive vs. negative attention
  2. Attention to appropriate "on task" behaviors vs. attention to inappropriate "off task" behaviors

III. Academic Programming
  A. Remediation
    1. Brief discussion on educational diagnostic testing related to Re-Ed's "Program Relevant Evaluation"
      (a) Sensory modality testing to pinpoint learning styles
      (b) Educational achievement testing to pinpoint skill competencies and deficits

    2. Programming the "fences" - defined as pinpointing the academic level at which a given child can experience success, then moving through a series of specified successive approximations toward the desired academic level

  B. Attitude - defined as the concept that a learning experience is not complete unless the child actually uses what he is learning in a real life situation
      (a) Naturalized teaching - defined as the spontaneous utilization of variables within a behavioral setting (natural agents) as learning experiences

      (b) Actualized teaching - defined as the planned implementing closure phase of learning cycle to facilitate generalization

      (c) Enterprise teaching - defined as the process of sequentially planning units of study evolved from natural interest areas of students.

MODULE: Overview

PROGRAM CONSULTANT: Frank Rousseau

TRAINING ACTIVITIES:

1. Ecological Planning
   a. Front of group presentation
   b. Dialogue with group members
   c. Delineating Ecological Concepts on blackboard (i.e., mapping)
   d. Video tapes showing various Liaison conferences

2. Behavioral Programming
   a. Front of group presentation
   b. Delineating specific techniques on board
   c. Relating examples of how each technique was used in the writer's past work experience
   d. Dialogue with group members
   e. Video tape demonstrating "systematic teacher attention", tape of "pow-wow", tape demonstrating a simple classroom ritual

3. Academic Programming
   a. Front of group discussion
   b. Blackboard diagram and discussion
   c. Front of group presentation
      (1) Discussion and dialogue with group; examples from trainer's work experience; video tape showing naturalized teaching activity

      (2) Discussion and dialogue with group; examples from trainer's past work experience

      (3) Enterprise teaching - discussion and dialogue with group; specific examples from trainer's past work experience.

MODULE: Precision Teaching

PROGRAM CONSULTANT: Frank Rousseau

LIST OF CONCEPTS:

1. Monitoring System - a technique or method whereby one can evaluate the progress of students and, at the same time, isolate specific events, techniques, procedures, or methods which are demonstrated to work best with groups or individual students.

2. Precision Teaching - a monitoring system for student or teacher behavioral evaluation (academic and/or management) providing precise feedback for both the teacher and the students in terms of a pictoral analysis of behavioral performance rates. This system should not be considered a "teaching technique" but only a monitoring system which is used in the classroom on a daily basis.

3. Pinpointing - a process of delineating target behaviors for intervention that are countable such that their frequency of occurrence can be used as data for monitoring and evaluating which intervention strategies have efficacy to change target behaviors.

4. Movement Cycle - a behavior that is directly observable and described in terms which would allow any observer to accurately and reliably identify its occurrence. In order for a behavior to be labeled a movement cycle, it must first involve movement and secondly, it must be Cyclical (i.e., terminate in a state of affairs such that the behavior may be repeated).

5. Charting - placing specific counts of observed behavior on standard interval or six cycle semilog papers and filling out all appropriate labels provided by the chart.

6. Time Sample - the amount of clock time in minutes one spends observing and counting a particular movement cycle.

7. Record Floor - the place on a 6 cycle semilog paper where the least amount of occurrences of a movement cycle one could possibly observe in any given time sample would fall.

8. Rate - in precision teaching, the number of occurrences of a specific movement cycle in one minute.

9. Lindsley's IS Description - the identification of the teaching environment in terms of programs, program events, movement cycles, arrangements, and arranged events.

10. Program - in precision teaching, the program is a statement regarding the general environmental setting in which the movement cycle is of concern. Such a statement should include the time of day, the room, seating arrangement, the concept being taught, and the teacher.

CONCEPTS (continued)

11. Program Event - the event which comes before the movement cycle. These are usually events which act as a cue.

12. Arranged Event - that event which immediately follows the movement cycle most often.

13. Arrangement - the relationship between the number of times that the movement cycle occurs and the number of times it is followed by the arranged event.

14. Rate Computation Sheet - a record-keeping form for all relevant precision teaching information (eg. time samples, movement cycles, intervention dates, project labels).

15. Planning Sheet - a form for the statement of the IS Equation.

16. Before Phase - the precision teaching term which corresponds to the concept of baseline. The before phase provides an exact index against which the results of the intervention may be compared.

17. Left Hand Axis - the line up the left side of the standard interval or six cycle semilog chart corresponding to frequency numbers or rate numbers.

18. The rate is placed on the semilog chart where the vertical day lines and the horizontal rate lines intersect.

19. Phase Lines - lines drawn on a six cycle chart to indicate the day on which a certain event has been changed.

MODULE: Precision Teaching

PROGRAM CONSULTANT: Frank Rousseau

	BEHAVIORAL OBJECTIVES FOR TRAINING:	Related Concept Number
1.	To define and identify all labels on the six cycle semilog chart and set up a hypothetical project.	5
2.	To identify all rate numbers up the left hand axis by counting orally.	5, 17, 8
3.	To identify all successive calendar days corresponding to the vertical lines on the six cycle semilog chart, from a sheet of raw, random information provided by the trainer.	5
4.	To plot hypothetical rate information from a sheet of raw rate data where the vertical day lines and horizontal rate lines intersect.	5, 18
5.	To plot on six cycle paper all record floors from a random list of time samples using both long division and the rate finder.	7, 6, 5
6.	To convert raw data including time samples and movement cycle counts into rate, and place the rate appropriately on the six cycle chart. The trainee must demonstrate the ability to do this using long division as well as the rate finder.	4, 5, 6, 8
7.	To identify all events from Lindsley's so called IS description by filling out a planning sheet from a list of random events.	10, 11, 12, 13, 15, 4
8.	To fill out a planning sheet using the information from a six cycle chart project filling in all relevant information (i.e., phase lines, rate, etc.).	5, 15, 19, 9
9.	To fill out in writing a rate computation sheet after being provided with all necessary information in random order.	14, 16, 6, 8, 19
10.	To watch a video tape of a child with a stereotypic hand movement and pinpoint the movement, count it, and time it accurately.	3, 6

OBJECTIVES (continued)

11. To complete the BCI Program #1 with no errors. Trainees may take as much time as needed. This program teaches the concept of a movement cycle.	4
12. To complete the BCI Program #2 with no errors. Trainees may take as much time as needed. This program trains the concept of program events, arranged events, and arrangements.	11, 12, 13

BEHAVIOR MANAGEMENT

by

Mary Lynn Cantrell

VITA

Name: Mary Lynn Cantrell

Personal Information:

Date of birth: November 3, 1938

Place of birth: San Antonio, Texas

Marital Status: Married

Honors:

1956-60	Valedictory presidential scholarship to Baylor University
1965-66	Graduate Fellow of Peabody College sponsored by the National Office of Education

Education:

1960	B.A., Baylor University Majors: Secondary Education, History Minors: Mathematics, Spanish
1966	M.A., George Peabody College for Teachers Major: Special Education of Emotionally Disturbed Children Minor: Related areas (Psychology)

Experience:

1957-61	Secretarial and testing duties, Student Counseling and Testing Center, Baylor University
1960-64	Public school teaching in Texas and Louisiana (not continuous)
1964-65	Research assistant and secretary to Dr. Laura Weinstein, NIMH Project for the Re-Education of Emotionally Disturbed Children, George Peabody College
1965-66	Practicum work as graduate fellow at Project Re-Ed and the Child Study Center, George Peabody College
1966	Individual intelligence test administration for Project DARCEE, George Peabody College

Experience, continued:

1966-67	Teacher-Counselor in residential school for emotionally disturbed children, Cumberland House Elementary School (Project Re-Ed), Nashville, Tennessee
1967-69	Assistant Professor of Education on the special education teaching faculty at Louisiana Tech and Special Education Consultant on a diagnostic and remediative team working with referrals from north Louisiana in all areas of exceptionality at the Louisiana Tech Special Education Center
1969-70	Training Specialist in Programmed Instruction and Behavior Modification with Children with Learning Disabilities, at the Center for Developmental and Learning Disorders, University of Alabama in Birmingham/The Medical Center, working with children, teachers, interns, and parents and doing diagnostic evaluations as a state-licensed psychometrist
1970	Program Consultant, Tennessee Re-Education Institute, training division

Professional Organizations:

Alpha Chi

Council for Exceptional Children

Publications and Papers:

Bricker, Diane D. & Cantrell, Mary L. Case C. In Cumberland House Studies in Behavior Modification. Bricker, Diane D. (Ed.) Interim reports on the re-education of emotionally disturbed children. Department of Mental Health, State of Tennessee, 1, 23-30.

Cantrell, Mary L. Academic programming in the Re-Ed school. Tennessee Re-Education Program Technical Paper, 1971.

Cantrell, Mary L. Contingency contracting and educational problems. (Paper read at the Conference of Louisiana Colleges and Universities in New Orleans, Louisiana, 1969.)

Cantrell, Mary L. Junior high school classes for the educable mentally retarded. Curriculum Development Guide for Special Education. Huntsville, Ala.: The Tennessee Valley Education Center, 1970, pp. 10, 49-64.

Publications and Papers, continued:

Cantrell, Mary L. Reading and the emotionally disturbed child. (Paper read at the Louisiana Tech Annual Reading Conference, 1967.)

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Cantrell, R. P., Clifford, L. X., & Cantrell, Mary L. Locus of control, motivator-hygiene orientation, and achievement of educable mentally retarded children. (Paper read at the Southeastern Psychological Association convention in Louisville, Kentucky, 1970.)

Daly, D. A., Cantrell, R. P., Cantrell, Mary L., & Aman, Alice. Use of the WGTA in controlling client responses in structured speech therapy. *Journal of Speech and Hearing Disorders*. (In press)

Gardner, T. P., Cantrell, Mary L., & Cantrell, R. P. Diagnostic survey of Basic Classroom Skills: Experimental Edition. (An unpublished classroom measure of curriculum relevant skills, 1970.)

Consultantship:

1967- Present	Consultant for workshops, conferences, and school or institution in-service training meetings in Louisiana, Alabama, Tennessee, South Carolina, and Ohio

MODULE: Behavior Management

PROGRAM CONSULTANT: Mary Lynn Cantrell

LIST OF CONCEPTS:

1. Internal states are non-observable and largely non-intervenable. Since behaviors are observable, they can be counted. Their frequency of occurrence can serve as data crucial to the monitoring and evaluation of intervention strategies for behavior change.

2. Responses or behaviors can be classified by social standards as appropriate-inappropriate, adaptive-nonadaptive, productive-nonproductive for a particular setting at a particular time, although such judgments have a wide range of variability in individuals and in subcultures.

3. Behaviors can be more explicitly classified as either of the following:

   (1) respondent - those which are reflexively produced by a neurologically adequate stimulus.
   (2) operant - those which are produced and maintained by the consequences which follow them.

4. Operant behavior is a function of the cues preceding it and the consequences following it; a behavioral response (R) is preceded by an antecedent event (A) and followed by a consequent event (C). This relationship ($A \longrightarrow R \longrightarrow C$) is called a "three term contingency."

5. An antecedent event or relevant stimulus which upon its presentation calls for a particular behavior is an S^D (discriminative stimulus). An irrelevant stimulus also present but not the appropriate cue for that particular behavior is an S^Δ (distracting stimulus). Learned behaviors are those which are consistently emitted in the presence of the appropriate S^D.

6. The frequency of a particular response's occurrence in the presence of a stimulus is affected by the consequences that follow it. Some consequences accelerate the frequency of the response:

   (1a) A consequence which increases the probability of the behavior's occurrence by its presentation is termed "positive reinforcement" (S^{R+} or a positively reinforcing stimulus).

   (2a) A consequence which increases the probability of the behavior's occurrence by its termination of an aversive state is termed a "negative reinforcement" (S^{R-} or a negatively reinforcing stimulus).

CONCEPTS (continued)

Some consequences decelerate the frequency of the response:

(1b) The consistent removal of a positively reinforcing consequence decreases the probability of the behavior's occurrence and is termed "extinction" (S^{ext}).

(2b) The administration of an aversive consequence decreases the probability of the behavior's occurrence and is termed "punishment" (S^{pun}).

7. One way to decelerate an undesirable response is to accelerate a desirable response, providing the two responses cannot be emitted at the same time. This is referred to as building or reinforcing an "incompatible response."

8. Consequences are individually defined by their effect on the probability of future occurrence of the preceding behavior. Consequences which are intended to serve as either accelerating or decelerating consequences and which produce in fact the opposite effect are called "abortive consequences."

9. "Primary" reinforcers are those which ordinarily have positively reinforcing effects because they satisfy biological needs (i.e., food, water, sleep, sex). "Secondary" reinforcers are those which have acquired positively reinforcing effects through their association with primary reinforcers (i.e., attention, affection, praise, etc.). "Generalized" reinforcers are tokens of some kind which give one access to a range or variety of reinforcers (i.e., money).

10. The Premack Principle explains the use of opportunities to engage in behaviors which serve as reinforcing events. Behaviors in which people are found to engage infrequently (Low Probability Behaviors or LPB's) have been demonstrated to accelerate when followed by behaviors in which they frequently engaged and apparently valued (High Probability Behaviors or HPB's).

11. Reinforcers are received according to different schedules:

    (1) Continuous Reinforcement (CRF) - one reinforcer per response.

    (2) Intermittent Reinforcement
        (a) Fixed Ratio (FR) - one reinforcer (or other specified number) per a specified number of responses (i.e., 1:2, 1:3, 2:5, etc).

        (b) Variable Ratio (VR) - one reinforcer (or other specified number) per a number of responses that varied around some average ratio (i.e., 1:3 ---- 7, averaging 1:5).

CONCEPTS (continued)

(c) Fixed Interval (FI) - one reinforcer (or other specified number) is presented for the first response occurring after a prescribed time interval.

(d) Variable Interval (VI) - one reinforcer (or other specified number) is presented for the first response occurring after an interval of time which is randomly varied around some given time value.

Behaviors are learned most rapidly under continuous reinforcement schedules, but are most resistant to extinction if they have been maintained by intermittent or random schedules.

12. Reinforcement received only after a specific behavior increases the probability of that behavior and is called contingent reinforcement. Reinforcement received without any relation to a specific behavior encourages whatever behavior it happened to follow and is called non-contingent reinforcement. "Superstitious behavior" is learned because of its accidental association with a received reinforcement.

13. Responses are learned by differentially reinforced imitations of or approximations toward a behavior.

14. The three term event we call a "contingency" ($A \rightarrow R \rightarrow C$ or $S^D \rightarrow R \rightarrow S^R$) can be arranged so that the antecedent event encourages the desired response and the consequent event encourages repetition of the desired response but discourages repetition of the undesired response.

15. Several concepts are associated with the arrangement of reinforcement schedules:

(1) Pairing a previously neutral event with a reinforcing stimulus (such as praise with candy) makes it possible for the neutral stimulus to take on some reinforcing value in itself.

(2) "Fading" a reinforcer refers to gradually requiring more behavior for the same or decreasing reinforcement and can be used to eventually eliminate the necessity of the original reinforcer (such as candy) entirely as it is gradually decreased and a paired reinforcer (such as praise) takes its place.

(3) "Stretching the schedule" is merely decreasing the amount of reinforcement received for a behavior, maintaining the frequency of the behavior on a leaner sequence.

(4) "Straining the schedule" is fading a reinforcer or stretching the schedule so rapidly as to risk losing the desired behavior at its desired frequency.

(5) "Following the behavior" refers to decreasing or increasing reinforcers and moving ahead to new program steps or back to simpler ones as the target behavior changes.

(6) Satiation on a particular reinforcer lowers that reinforcer's reinforcing value.

(7) Deprivation of a reinforcer serves to heightens its reinforcing effect.

16. Control of behavior through reinforcement of desirable behaviors has many advantages over control through fear of punishment. Punishment often works rapidly to change behavior, but it has the undesirable side effects of generalizing the atmosphere of punishment to the situation and the agent, and also must be maintained in strength to maintain the behavior change.

17. Extinction is preferable to punishment as a way of decelerating an undesirable behavior, despite its slower effect, in that it avoids many of the undesirable side-effects of punishment. Extinction only occurs when it is consistently carried out, however, and may take a great deal of time. Frequency curves of behavior under extinction frequently show a rise in the behavior before it successfully decreases to near zero-order.

18. "Timeout" refers to a period during which the opportunity for reinforcement is removed. It can involve the removal of attention or opportunity to receive a reinforcer by ignoring or turning one's head or isolating the individual in a booth or room. "Timeout" is an extinction strategy.

19. Selective ignoring is a useful extinction strategy, particularly when no other reinforcing consequence for the behavior is occurring. It is probably best not to ignore a behavior when other reinforcers are present, when the behavior causes harm to another individual, or when it is the clear violation of a clear limit previously set in an apparent attempt to see if the stated contingency holds. One way to discourage the peer attention often given maladaptive behavior is to teach children how to ignore others and then reinforce them for ignoring appropriately.

20. Cues lead to behaviors previously associated with consequences in that setting. Cues or antecedent events can be altered to make certain behaviors more likely to occur. Predictable contingencies and clear, feasible expectations for behavior are crucial aids in making stable changes in behavior. Ritual and classroom structure both aid in building predictability into the environment.

21. "Flooding" a child with numerous or unclear stimuli is frequently found to accompany undesirable behavioral patterns in children.

22. "Stimulus control" refers to the predictable occurrence of a behavior or class of behaviors in the presence of a particular

S^D or complex of S^D's. A child who works consistently on a task without other observable reinforcement could be said to be under the control of the task or material. Vastly differing behaviors can be maintained by differing stimuli and consequences in different settings.

23. Several concepts associated with response building are useful in changing behavior:

    (1) "Modelling" is the imitation of responses emitted by others.

    (2) "Shaping" is building a response by reinforcing successive approximations toward the desired terminal response.

    (3) "Prompting" is the provision of a model response or part of a response which serves as a cue to obtain the response desired.

    (4) "Fading prompts" refers to the gradual removal of parts of the original prompt until the response is emitted in the presence of the S^D without prompting.

    (5) "Pairing" a response already in the repertoire to a new desired response can speed up the acquisition of the new response; the original paired response can then be faded out.

    (6) "Chaining" refers to the association of one response contingency to another in sequence, and can be used to teach long and complex chains of behavior where completion of one set serves as a cue for the next.

24. One way of decreasing the frequency of a maladaptive behavior is to intervene before it has a chance to occur. This involves scheduling from present behavioral functioning in order to insure success.

25. Observing problem behaviors in their natural setting or interviewing natural contingency managers can give ARC information necessary to isolate the contingencies maintaining problem behaviors before behavior change can be planned. Other necessary information gathering involves the determination of available contingency elements which can be used to change to more adaptive behavior.

26. Behavior problem children exhibit atypical response and reinforcement repertoires. Four common patterns seem to occur in this population:

    (1) Some have received attention contingent on maladaptive responses or chains of responses.

(2) Some appear to be the product of inconsistent contingency management in which expectations have been unclear and consequences unpredictable.

(3) Some appear to have learned their own consistent manipulation of contingencies is the way to get what they want; often "control" is the name of the game.

(4) Some appear to be the product of impossible demands for behavior, even though contingencies may be clear.

27. The concept of biological competence formulated by Dr. Robt. White stated that an organism's survival depended upon its ability to change to meet environmental demands. This concept was used in the formulation of a behavioral competence model by Dr. Wm. Bricker in which much deviant behavior is seen as the result of discrepancies between environmental demands and the individual's competency to meet those demands.

28. Maladaptive behavior can be observed to change as a direct function of changing task demands.

29. From the viewpoint of the competency model, programming to change behavior problems has two targets: environmental demands and specific skill competencies.

30. Teacher expectations have been demonstrated to affect pupil achievement and to be reflected in differential kinds of teacher-pupil interaction patterns.

31. Viewing behavior as learned and subject to re-learning largely puts the responsibility for success or failure on the programmer rather than on the programmee.

32. Teaching any behavior, academic or non-academic, has two primary components:

(1) the techology of behavior change - contingency management principles

(2) the content of behavior - subject matter of skill areas, social values reflected in ethical considerations.

33. Freedom might well be viewed as an individual's having a repertoire of responses available in his repertoire to enable him to choose between alternatives which can serve to maximize his own reinforcers, hopefully without interfering with those of others. Knowledge of the behavioral principles which do operate serve to increase one's ability to make choices rather than being the pawn of forces he does not recognize.

34. Solving children's problems (whether they be behavioral, academic, or other ecological problems) involves the following basic sequence of steps:

    (1) Assessment of the problem
        (a) Defining problem areas
        (b) Assessing entering state or repertoire
        (c) Analysis of available resources
        (d) Setting goals or terminal states.

    (2) Planning the intervention procedures
        (a) Adding to, subtracting from, or altering the situation in sequence
        (b) Using natural or contrived resources, contingencies, agents
        (c) Deciding how to monitor the intervention.

    (3) Enacting the intervention program
        (a) Following the planning sequence
        (b) Following the behavioral or situational events.

    (4) Evaluating the intervention
        (a) Measuring effectiveness
        (b) Monitoring decisions
        (c) Revising intervention.

    (5) Exit from the intervention
        (a) Generalization or fading to the natural environment
        (b) Follow-up.

35. Evaluation of intervention involves:

    (1) Establishing baseline data

    (2) Taking continuous data during intervention

    (3) Taking post-intervention data on the baseline measure

    (4) Demonstrating re-instatement of initial behavior in a reversal phase.

    For practical problem-solving purposes, (4) can be deleted. Usually a combination of (1) and (2) or (1) and (3) are sufficient for accurate evaluation.

36. Planning intervention involves use of the following basic programming principles:

    (1) Define a goal or terminal state desired.

    (2) Assess the entering repertoire.

(3) Determine the basic sequence between the entering repertoire and the terminal state.

(4) Determine the response or intervention steps in each part of the sequence, including:
  (a) Method of presentation.
  (b) Method of consequation.
  (c) Use of correlate concepts--prompting, fading, branching.

(5) Delineate an evaluation strategy.

(6) Provide for enactment of the intervention procedure.

(7) Make revision decisions, given ongoing monitoring data.

(8) Evaluate the terminal performance.

37. Dr. Gerald Patterson's "logjam" theory refers to viewing the problems of behavior disordered children as a complex "logjam" of behavior problem logs in which the key logs may be isolated and dealt with, breaking up the entire complex.

38. Answering the following questions are basic to a format for behavior change:

(1) Assessment of the problem
  (a) What specifically does he do or not do that's a problem?
  (b) Where and when does he do it?
  (c) How frequently does he do it?
  (d) What appears to be maintaining the maladaptive behavior?

(2) Planning the intervention procedures
  (a) How can we remove the reward for the maladaptive behavior?
  (b) What adaptive behavior, incompatible with the maladaptive, would we like to encourage?
  (c) What might act as reinforcers for the adaptive behavior?
  (d) How can we feasibly and naturally structure the situation with cues which make the adaptive behavior more likely and with consequences to encourage it?
  (e) How can we build in a continuous evaluation system?

(3) Enactment and evaluation
  (a) How are we going to introduce and set in motion the intervention?
  (b) When or at what points are we going to make evaluation decisions?
  (c) Is the terminal goal reached?
  (d) Should the plan be continued, revised, faded or discontinued?
  (e) How will we exit from the intervention plan and what follow-up procedures will be instituted?

39. Methods for implementing the behavior change format vary from informal to formal, from dealing with single situation-specific events to complex token systems or contingency contracts.

40. One useful technique is the use of Dr. Ralph Blackwood's four verbal mediation training questions to teach children the elements of the contingencies in problem situations and provide alternative, more productive responses. If the child cannot answer the questions without prompts, he is given the answers and asked to repeat them. The four questions are:

    (1) What did you do that got you into trouble?

    (2) What happened after you did it that you didn't like?

    (3) What could you have done instead that would have been better?

    (4) What would have happened then that you liked?

41. Our specific use of contingency management should reflect the following biases:

    (1) Using natural environmental agents rather than outside agents where possible.

    (2) Using natural or related consequences or contingencies rather than contrived ones.

    (3) Using group contingencies where possible to involve the group in contingency management.

    (4) Using as mature reinforcers as possible.

    (5) Rewarding accomplishment and self-control, rather than obedience or conformity, insofar as possible.

42. Our use of contingency management should be mutually fair and goal-oriented, with the realization that control--counter-control cycles can be avoided by not planting the seeds for rebellion.

43. Classroom management involves the teacher's use of her knowledge of:

    (1) the content or hierarchical structure of the subject matter she wants her students to learn (specifying Responses)

    (2) programming principles to set up learning experiences that insure learning (setting up Antecedents)

    (3) behavior management principles to encourage learning and provide an atmosphere where learning is both possible and valued (providing Consequences)

(4) her individual children in their relation to all of the previous three.

44. Classroom interaction involves looking at how the student's behavior is affected by the behavior of others (by observing ARC units with the child as respondee) and at how the teacher's behavior is affected by the behavior of students (by observing ARC units with the teacher as respondee).

45. Classroom management involves a structure that provides for both individual and group S^D's, R's, and C's. For children with behavior and learning problems, three crucial factors are:

(1) Controlling unpredictability by setting up clear expectations and reacting consistently to the same behavior, such as:
  (a) Recognizing only children who are seated quietly with their hand raised.
  (b) Attending to desirable behavior and where possible ignoring undesirable.
  (c) Using a few, clear classroom rules, i.e.
  "We are in the classroom to learn."
  "Your rights end where someone else's begin."

(2) Using and building in a variety of viable reinforcers and aversives by:
  (a) Recognizing or discovering possible reinforcers and relative value of each one for every child you deal with.
  (b) Letting the children invest themselves in their own environment and then using natural or group contingencies in that environment.
  (c) Using punishment only if necessary and then using a punisher that is fair, consistent, related to the act, and remembering the crucial correlate is rewarding adaptive behavior.

(3) Programming tasks for success by attending to:
  (a) Timing which asks for what the student can do and just a little bit more.
  (b) Choosing materials which are highly appropriate for an individual's needs and yet feasible in that group setting.
  (c) Fading from an unnatural setting where the child does work back to the natural setting; i.e., fading in size of group, fading in distractions, fading from individual groupwork, fading out initial amounts of personal contact or other reinforcers.

46. According to teacher efficacy research, effective teachers:

(1) Ask more questions than they make statements (Flanders)

(2) Attend to productive behavior rather than nonproductive (Madsen)

(3) Expect achievement from all of their pupils (Rosenthall & Jacobsen, Maxwell, Willis) and program for it.

47. Instituting behavior change through the natural environmental agents or natural contingency managers (parents, teachers, etc.) has the triple advantage of extending a consultant's time to more children, making it easier to generalize behavior change in a contrived setting to the natural setting, and teaching the agent himself to deal with other similar behavior problems.

48. The programming principles which apply to teaching children also apply to teaching natural contingency managers how to institute behavior change. Namely, remember:

(1) Agents can be flooded; they need simple, feasible, specific directions.

(2) They also learn by imitation and/or approximations.

(3) They need feedback and reinforcement, as do you.

(4) They also are subject to counter control reactions, don't "turn them off" by having all the answers before you can "turn them on" by some small success they can achieve with your help.

49. Contingency contracting refers to a formalized method of contingency management similar to the token economy. The term was first used by Lloyd Homme in classrooms where specific academic-related behaviors (assumed to be LPB's) earned points which were exchanged for activities considered valued by the group (assumed HPB's). The contract is also applicable to individual problems where more than the classroom is involved and has been used successfully as an interface system involving both the home and school.

50. Writing and implementing a contingency contract involves the following steps:

(1) Interviewing the natural agents to answer the following questions, without saying anything to influence the presently operating contingencies during the baseline-gathering period:
(a) What does he do (or not do) that's a problem? How often?
(b) Where and when does he do it?
(c) What do you do when he does it? How often?
(d) What do you want him to do? How often?
(What does he want for himself?)
(e) What does he like to do? How often?
(What would he work to avoid?)

(2) Writing the contract in rough draft form while baseline is being collected (if no previous data is available), including the following considerations:
  (a) The contract should structure the contingencies so that a variety of natural reinforcers follow specified appropriate behaviors.
  (b) The contract is mathematically balanced by making the total amount of points possibly earned in a week equal to the total cost of the specified reinforcers that the child ordinarily would want in a week's time, with most favored reinforcers costing most.
  (c) The contract should be complete, clear, and simple to carry out.
  (d) It should provide for ongoing data to be collected as a means of monitoring effectiveness.

(3) Implementing the contract through the following:
  (a) Rewriting or formally approving the rough draft with the natural agents (and the child if possible).
  (b) Forewarning the agents of the need for consistency and the possibility of a temporary rise in non-adaptive behavior during extinction.
  (c) Supporting and reinforcing the agents for consistency as often as needed throughout the contract period but fading yourself out if possible.
  (d) Revising the contract if it appears necessary after giving it a good consistent try.
  (e) Fading out of the contract back to the natural environment at natural schedules as soon as possible.

51. The problem-solving heuristic is an experimental flow-diagram which hopefully can be followed much like a map during the problem-solving sequence, irregardless of whether the problems are classifiable as behavioral, academic, or other ecological in any combination. It also can be used to gather data on one child or a large number of children with respect to all these variables.

MODULE: Behavior Management

PROGRAM CONSULTANT: Mary Lynn Cantrell

BEHAVIORAL OBJECTIVES FOR TRAINING: Related Concept Number

1. To define respondent and operant behavior and classify 10 behaviors given as either respondent or operant. 3

2. To identify the discriminative stimuli (S^D's) and the distracting stimuli (S^{Δ}'s) in a given written behavioral vignette and demonstrate use of both in the construction of a short program. 5

3. To answer in writing the following question, with agreement in all substantial respects to a model when compared: 31
   (1) A child you have been tutoring in reading is accomplishing no more under your tutelage so far than he has his first three years in school. He is yet to read his first word correctly for three consecutive days. What is your interpretation of this problem?
   (2) The behavioral program you and Jill's teacher devised to decrease her disruptive behavior and increase her productive behavior has been in effect for six weeks now. Her disruptive behavior is maintaining at a rate near that of its pre-intervention occurrence. What is your interpretation of this problem?

4. To write a decision-making sequence for use in dealing with problem situations which includes each of the following basic elements: 34
   Assessment
   Planning
   Enactment
   Evaluation
   Exit

5. To develop a problem-solving program, given a written vignette describing a behavioral deficit, which includes each of the following steps and agrees in substance with the outlined basic concepts provided in a model derived for and used successfully in the same behavioral situation: 36
   I. Define a goal for the behavior in behavioral terms.
   II. Assess the entering repertoire of the behavior.
   III. Determine the basic sequence between the entering repertoire (II) and the terminal goal (I), using either specific behavioral classes or time intervals appropriately as needed.
   IV. Determine the teaching steps in each part of the sequence, including:
      a. Method of presentation or spelling out behavior.
      b. Method of consequating.
      c. Use of correlate concepts -- prompting, fading, branching (flooding)

OBJECTIVES (continued)

V. Delineate an evaluation strategy.
VI. Provide for enactment of the intervention procedure.
VII. Make revision decisions, given ongoing monitoring data.
VIII. Evaluate the terminal performance.

6. To take a narrative description of classroom interaction, focusing on one child or on the teacher, and divide it into 3 term contingencies, with 90% or better agreement to a model when compared. 4

7. To answer in writing the following question, with agreement in all substantial respects to a model when compared: What is a 3 term contingency? Name and define each component. 4

8. To identify by type each of the following classes of consequences when given a series of written behavioral vignettes illustrating each in random order: 6,8,18
   positive reinforcement
   negative reinforcement
   punishment
   extinction
   (timeout)
   (abortive reward)
   (abortive punishment)

9. To answer in writing the following question, with agreement in all substantial respects to a model when compared: Define and give an example of "superstitious" behavior. How is this kind of behavior learned? 12

10. To correctly designate each of a list of ten behaviors described as learned from contingent or non-contingent reinforcement. 12

11. To correctly identify each of a list of ten reinforcers as primary, secondary, or generalized reinforcers. 9

12. To answer in writing the following question, with agreement in all substantial respects to a model when compared: What are the major advantages and/or disadvantages of positive control of behavior? Of negative control of behavior? 16

13. To sequence reinforcement schedules in a behavior change program from CRF to partial schedules to natural environmental contingencies, with 80% agreement to a model when compared. 11

14. To identify and rank reinforcers for a child utilizing the Premack Principle, with at least 80% agreement to a model when compared. 10

OBJECTIVES (continued)

15. To predict an extinction curve for a given behavior problem with accuracy within a specified margin of error prior to counting the behavior and charting the curve. 17

16. To plan an extinction behavior change strategy, given a basic problem situation, which agrees in all major respects specified with a model when compared. 17,18,19

17. To classify each of a list of behavioral incidents as being best ignored or best not ignored, with 80% or better agreement with a model when compared. 19

18. To answer in writing the following question, with agreement in all substantial respects to a model when compared: 19
John has been a disruptive influence in your room all year so far. You have successfully ignored a lot of his inappropriate behaviors, but his peers typically pay attention to them. Right now he is kicking his chair noisily and has been doing so for at least 20 seconds, but the class is still working quietly and no one is attending to John. You suspect he will continue to kick for at least a full minute before he is likely to stop, and you are afraid Billy will be the first one to ask him to quit and then others will follow suit. What will you do?

19. To answer in writing the following question, with agreement in all substantial respects to a model when compared: 20
So far your group has never walked into the classroom quietly, sat down, and waited for their assignments as you would like for them to. Instead, most of them talk, walk around and even fight. It is in fact a good 15 minutes before you can get everyone seated and working. How might you alter the situation so that walking into the room leads to more immediate productive behavior?

20. To correctly identify from a series of case study summaries all children where information is sufficient to allow them to be grouped in one of four common patterns of reinforcement histories often observable in children with behavior disorders. 26

21. To take observational data of classroom interaction in terms of ongoing Antecedent-Response-Consequence sequences for 10 minutes with the teacher designated as respondee and for 10 minutes with a child designated as respondee, agreeing with a trained ARC data collector with 75% agreement or better. 44

22. To classify responses from the ARC data taken as: 2,6
    appropriate-inappropriate
    adaptive-nonadaptive
    productive-nonproductive

OBJECTIVES (continued)

(as defined operationally by the two raters whose reliability will be measured) and to classify consequences from the same data as:

- positive reinforcement
- negative reinforcement
- punishment
- ignored
- neutral

with 80% or better agreement with a second rater.

23. To analyze in written form the apparent operating contingencies in given written or videotaped accounts of behavioral problem events, with 80% agreement to a model when compared. 25

24. To analyze the operating contingencies in a problem behavior situation from an interview with the natural environmental agents. 25

25. To isolate the available contingencies for use in changing a problem behavior from an interview with the natural environmental agents. 14,25

26. To formulate incompatible, appropriate behaviors for each of 10 inappropriate problem behaviors listed. 7

27. To write short behavior change programs demonstrating use of the building of responses through (1) successive approximations and (2) imitation. 13

28. To (1) identify all instances of the following concepts' use when given at random written behavioral sequences illustrating each concept and (2) demonstrate use of each concept in the formulation of a short program: 15,22,21, 23

- stimulus control ("under the control of the task or material")
- cueing, prompting
- pairing
- fading
- chaining
- following the behavior
- flooding
- straining the schedule
- stretching the schedule
- deprivation
- modelling
- shaping

29. To formulate a behavior change plan which provides for changing a given maladaptive behavior without giving it a chance to occur by intervening before its occurrence, with agreement in fundamental specified respects to a model when compared. 24

OBJECTIVES (continued)

30. To answer in writing the following question, with agreement in all substantial respects to a model when compared: Explain Dr. Gerald Patterson's "logjam" theory of behavior change. 37

31. To isolate the probable "logjam" behaviors in a behavior problem situation described by natural environmental agents. 37

32. To answer in writing the following question, with agreement in all substantial respects to a model when compared: Describe a basic format for behavior change, giving the basic questions which are crucial to behavioral programming regardless of its specific method of implementation. 38

33. To write the Four Questions of Dr. Ralph Blackwood's Verbal Mediation Training and select from a series of written problem situations all those where use of the Four Questions would appear appropriate. 40

34. To write short behavioral change programs, given a problem situation, demonstrating use of each of the following: 41,39
    - natural environmental agents
    - natural or related contingencies
    - group contingencies
    - mature reinforcers
    - rewarding achievement
    - rewarding self-control

35. To answer in writing the following question, with agreement in all substantial respects to a model when compared: Bob and his father are in a control--counter-control situation in which Bob's father hounds him about his poor grades and Bob responds by working less, making even poorer grades, almost as if it were a matter of principle to do exactly the opposite of what his father desires. How might one get out of this vicious cycle? 42

36. To write an explanation of the behavioral competency model which agrees in and includes all major aspects specified in a given model. 27

37. To predict a behavioral competency model curve for a specified behavior, given basic programming information, with accuracy within a specified margin of error, prior to counting the behavior and charting the curve. 28

38. To demonstrate use of the competence model in writing a program, given the basic ecological information, which provides for use of delineating and changing environmental expectations and then for programming for necessary skill building with agreement in substantial respects to a given model when compared. 29

OBJECTIVES (continued)

39. To (1) set a terminal state for a behavioral change program, (2) devise a continuous evaluation system, and (3) formulate terminal state and baseline tests, given the behavior problem situation. 1,35,36

40. To sequence the behavioral components from a given entering state to a specified terminal state with 80% agreement to a model when compared. 36

41. To formulate a classroom operational structure which provides for flexible individual programming of student stimuli, responses, and consequences in terms of both content and timing, given basic information regarding the children and kind of classroom. 45

42. To devise a written classroom token or point system utilizing the concept of the generalized reinforcer and the Premack Principle, given basic information concerning the proposed classroom situation and the children in it, which agrees substantially with a model when compared. 45,39

43. To demonstrate to a trainer how a teacher should respond to children in a classroom by giving attention contingent on productive behavior at least 80% of the time for a period of at least ½ hour's observation. 46,30

44. To answer in writing the following question, with agreement in all substantial respects to a model when compared:
What four basic areas of knowledge are crucial to clinical teaching? 43,32

45. To set up a program of behavior change utilizing chosen natural environmental agents, given only basic problem situation information, with programmed steps for involving the agents and supporting their initiation and maintenance of the program with the child, agreeing in basic respects specified to a model when compared. 47,48

46. To write a contingency contract utilizing both the school and the home, given basic interview material, which can be matched in all substantial respects to the actual contract written and used successfully with the case given. 49,50

47. To formulate and write down a personal philosophy incorporating the learner's views of freedom, working with children's problems, and scientifically demonstrated principles of behavior. 33

48. To answer in writing the following question, with agreement in all substantial respects to a model when compared:
For utility's sake, we can divide the problems our children present or experience into what three major categories? 51

OBJECTIVES (continued)

49. To code behavioral information from given case study material in form given by the heuristic model with 95% or better agreement to a sample. 51

50. To utilize the questions and directions given in the behavioral sections of the heuristic diagram to formulate a behavioral intervention plan which matches a model in substantial respects, given necessary case study material. 51

MODULE: Behavior Management

PROGRAM CONSULTANT: Mary Lynn Cantrell

TRAINING ACTIVITIES:

Each concept was presented and tested in the following manner:

1. Presentation of concept
   (Lecture, demonstration, reading, or video tape)

2. Group exercise using concept
   (Questions, role-play, sample probes, group tasks, discussions, or video tape exercises)

3. Probes
   (Probe exercises tested for the behavioral objective corresponding to the concept presented)

4. Feedback
   (Group discussion of probe answers with module leader)

5. Individual follow-up as needed
   (Exercises, programmed units, reading or individual work with module leader)

MODULE: Behavior Management

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SEQUENCE OF ACTIVITIES BY TRAINING DAY:

Week I, Day Tuesday, AM
Objectives 1-3

Week I, Day Wednesday, AM
Objectives 4-8

Week III, Day Wednesday, AM or PM
Objectives 9-29

Week IV, Day Monday, PM
Objectives 30-35

Week IV, Day Tuesday, AM or PM
Objectives 36-44

Week IV, Day Wednesday, AM or PM
Objectives 45-47

Week VI, Day Monday, AM
Objectives 48-50

MODULE: Behavior Management

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OUTSIDE ASSIGNMENTS:

Reading assigned individually as needed from the bibliography attached and the following handouts:

- "Behavioral Programming in the Re-Ed Schools", by Frank Rousseau
- "The Power of Positive Teaching", by Mary Lynn Cantrell
- "Application of Contingency Contracts to Four School Attendance Problems", by Robert P. Cantrell, Mary L. Cantrell, Cliff M. Huddleston, and Ralph L. Wooldridge

BEHAVIORAL PRINCIPLES AND EDUCATIONAL PROBLEMS:

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THREE GENERAL SOURCES:

Journal of Applied Behavior Analysis

Edited by:

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School Applications of Learning Theory

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Programmed Learning: A Bibliography of Programs and Presentation Devices.

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MODULE: Behavior Management

PROGRAM CONSULTANT: Mary Lynn Cantrell

VIDEO TAPES:

	Title	Activity for Objective #	Format
1.	Competency Model Demonstration Tape	36	Audio dubbed introduction, asked to note observations, questions with feedback, discussion
2.	Selective Ignoring	17	Audio dubbed introduction, asked to mark each instance of ignoring with feedback on tape, questions with feedback on tape
3.	Three Term Contingencies	21	View two ARC chain, asked to write each element as reviewed with feedback on tape, questions with feedback on tape
4.	The Ignoring Game	26	Audio dubbed introduction, demonstration of game, questions with feedback, discussion
5.	Prompting	28	Audio dubbed introduction, asked to mark each instance of prompting with feedback on tape
6.	Verbal Mediation Training	33	Audio dubbed introduction, demonstration, questions with feedback, discussion
7.	Competency Model Training Tape	37	Audio dubbed introduction, asked to count specified behaviors and predict differences in segments, counting, totalling and comparing to predictions; questions with feedback; discussion
8.	Julia Green Classroom Interaction	44	Audio dubbed introduction, asked to note and attributes of classroom interaction, questions with feedback on tape, discussion
9.	Chattanooga Classroom Intervention	45	Audio dubbed introduction, asked to make notes, demonstration of initial teacher conference, baseline classroom observations, intervention planning conference, intervention classroom observations

VIDEO TAPES, continued:

10.	Role Play of Parent Conference	45	Demonstration of initial conference with parents and post-baseline conference, questions, discussion

MODULE: Behavior Management

PROGRAM CONSULTANT: Mary Lynn Cantrell

BCI PROGRAMS:

Title	Activity for Objective #	Information Included
1. Classifying behavior	1	Definitions for and examples of respondent and operant behavior
2. Classifying antecedents	2	Definitions for and examples of discriminative stimuli (S^D's) and distracting stimuli (S^{Δ})
3. Steps in sequential programming	5	Eight steps in programming for behavior change with examples of each step
4. Three term contingencies	6 & 7	Definitions and examples of the three term contingency and each of its components: antecedent, response, consequence
5. Classifying consequences	8	Definitions and examples of accelerating and decelerating consequences, reinforcing stimuli, positive reinforcement, negative reinforcement, extinction, punishment, abortive reward, abortive punishment, timeout
6. Superstitious behavior	9 & 10	Definitions and examples of contingent reinforcement, noncontingent reinforcement, superstitious behavior
7. Classifying reinforcers	11	Definitions and examples of primary, secondary, and generalized reinforcers
8. Reinforcement schedules	13	Definitions and examples of continuous (CRF) and intermittent (FR, VR, FI, VI) and random reinforcement schedules

BCI PROGRAMS, continued:

	Title	Activity for Objective #	Information Included
9.	The Premack principle	14	Definitions and examples of Low and High Probability Behaviors, statement of the principle and example of its use
10.	Isolating operating contingencies	23 & 24	Listing and vexplanation of questions basic to isolating contingencies maintaining maladaptive behavior, with examples
11.	The incompatible behavior	26	Definition and examples of the incompatible response and its use
12.	Learning by imitation and approximations	27	Definitions and examples of imitation, modelling, successive approximations and their use in programming
13.	Programming concepts	28	Definitions and examples of the concepts of stimulus control, prompting, cuing, fading, chaining, pairing, following the behavior, flooding, straining the schedule, stretching the schedule, satiation, deprivation, modelling, shaping
14.	Format for behavior change	32	Listing and explanation of basic steps in a general format for changing behavior regardless of method of implementation, with examples
15.	The behavioral competency model	36 & 37	Explanation and examples of the behavioral competence model and its implications for programming with children
16.	Content areas for optimal teaching	44	Explanation and examples of each of the four major areas of knowledge crucial for classroom programming

BCI PROGRAMS, continued:

	Title	Activity for Objective #	Information Included
17.	Contingency contracting	46	Definition and examples of contingency contracts with sequenced steps for writing and carrying out a contract
18.	A heuristic diagram for use in solving children's problems	48	Explanations of directions and content of the problem-solving heuristic with examples
19.	Using the heuristic in behavioral programming	49 & 50	Explanation and examples demonstrating use of the behavioral sections of the heuristic to plan and carry out behavioral intervention programs

ECOLOGICAL PLANNING

by
Linda Odom

VITA

Name: Linda Odom

Personal Information:

Date of birth: April 30, 1945

Place of birth: Macon, Georgia

Marital Status: Single

Honors:

1964-67	University of North Carolina A.B. with Honors in Psychology

Education:

1963-64	Duke University
1964-67	University of North Carolina, A.B. Major area: Psychology
1967-69	George Peabody College for Teachers, M.A. Major area: Psychology
1971	George Peabody College for Teachers Doctoral program in clinical psychology

Experience:

February, 1968	Participant in a 3-day human relations training lab staffed by local professionals for Peabody graduate students and faculty
March, 1968	Participant in a 6-day human relations training lab sponsored by the Tennessee Department of Mental Health. This lab was staffed by Dr. Leonard Morgan, Director of Community Services in Nashville and associated with NTL network, and a number of non-local professionals
March, 1968	Participant in a 4-hour community simulation, problem-solving lab conducted by Dr. Donald Klein for the students and faculty of Peabody's Psychology and Special Education Departments

Experience, continued

May, 1968	Staff member of a communications lab sponsored by and for the Nashville Junior League. The staff consisted of Dr. William Fitts (with whom I co-trained) and several of his associates from the Nashville Mental Health Center, Jennie Adams from Peabody's Child Study Center, and Dr. Julius Seeman, Director of the Clinical Program at Peabody, and 3 of his students, including myself.
Sept., 1968 - June, 1969	Individual counseling-therapy with students at the Inter-University (Peabody and Vanderbilt) Psychological and Counseling Center.
Fall, 1968	Staff of a one-day micro-lab for Vanderbilt and Peabody undergraduates and co-leader of one of the follow-up groups, all of which continued to meet for 5 weeks. This was part of a research project directed by Dr. Carroll Izard, Director of the Inter-University (Peabody and Vanderbilt) Psychological and Counseling Center. The groups involved were task-oriented, concerned with "communication anxiety."
Dec., 1968	Participant in a 3-day human relations training lab sponsored by the Peabody Psychology and Special Education Departments and staffed by local professionals.
Dec., 1968 - May, 1969	Co-therapist of on-going therapy group of undergraduates with Dr. Frank Noble, Director of Counseling Program at Peabody.
June, 1969	Co-trainer on staff of 5-day human relations training lab sponsored by Tennessee Department of Mental Health. This lab was staffed by Dr. Leonard Morgan, Director of Community Services in Nashville and associated with the NTL network, and a number of non-local professionals. The participants were the faculty and administrative staff of a special school in the ghetto area of Memphis, Tennessee. My co-trainer was Dr. Dan Callahan from the University of Minnesota.
Oct., 1969 - Oct., 1970	Pre-doctoral internship in Clinical Psychology at Cedars-Sinai Medical Center. Experience included individual therapy with adults and latency age children, group therapy with young adults (18-28) and adolescents (12-15), diagnostic interviewing with individuals and families, diagnostic testing, family and crisis therapy. Program administered by Dr. Hedda Bolgar.

Experience, continued

Feb., 1971 - Present	Program consultant, Child and Youth Development Institute, Tennessee Department of Mental Health. Current activities: training of liaison teachers and resource teachers who will work in Tennessee public elementary schools, consultation with liaison department at Pine Breeze School for adolescents in Chattanooga, consultation with delinquency prevention/child advocacy project in West Nashville.

Professional Organization:

Phi Beta Kappa

Publication:

Odom, L., Seeman, J., and Newbrough, J.R. A study of the relationship between family communication patterns and personality integration in children. Child Psychiatry and Human Development. (In press)

Consultantship:

Consultant with liaison department at Pine Breeze School for adolescents in Chattanooga

Consultant with delinquency prevention/child advocacy project in West Nashville

MODULE: Ecological Planning

PROGRAM CONSULTANT: Linda Odom

LIST OF CONCEPTS:

1. Behavior setting - A behavior setting is defined by two components:

   a. A stable part of the physical and social milieu of the community which has distinguishing attributes of time, place, things, and inhabitants.
   b. An attached standing pattern of human behavior which is extraindividual and invariant. It stays fundamentally the same while different individuals enter the setting and leave it.

2. Child advocacy - Child advocacy can be defined as a community-based program which defines its services in terms of the needs of the individuals being served and of their unique ecological systems. This is in contrast to more traditional programs which define their services in terms of the skills of their staff members and of their facilities. The ultimate aim of a child advocacy program is the development of a comprehensive and efficient service delivery system within a given community.

3. Closing a meeting - Closing a meeting refers to the final task of a person who has called a meeting. It involves:

   a. Summarizing the decisions that have been made or that remain to be made, and
   b. Asking if a second meeting is necessary, and if so, setting a definite time and place.

4. Competence - Competence is a characteristic of situation--specific behavior. It denotes a situation in which the behavioral repertoire of the individual is sufficient to allow him to perform a prescribed or chosen task adequately.

5. Conformity - Conformity may be defined as situation--specific behavior which is intended to fulfill normative expectations as those expectations are perceived by the individual.

6. Consultation - Consultation is that process which occurs whenever two or more individuals relate to each other on a transactional basis. It is a learning and teaching experience for each person involved.

7. Deviance - Deviance is a characteristic of situation--specific behavior. It denotes a situation in which the behavior of the individual violates normative expectations and thus engenders social disapproval and negative sanctions.

CONCEPTS (continued)

8. Discordance - Discordance is a term used to describe a discrepancy between the behavior that a child chooses to emit on the basis of his meaning system and his behavioral repertoire, and the behavior that is expected or demanded of him in a given situation by a significant other in his ecosystem.

9. Ecological mapping - Ecological mapping refers to the procedure of gathering data about a given individual's ecosystem. This data would include the relevant behavior settings, the significant individuals in each, the points and nature of discordance, and the points and nature of "fit."

10. Ecological planning - Ecological planning is an approach to intervention which aims at minimizing the points of discordance and maximizing the opportunities for an individual to function effectively within his unique ecosystem.

11. Ecological system - A child is a part of a unique ecological system which is composed of the behavior settings and the individuals within them which are a significant part of the child's day-to-day life.

12. Entry - Entry refers to the process of becoming assimilated into a new system. It is the initial stage of any consultation effort within an institution or organization.

13. Family homeostasis - Family homeostasis refers to the tendency within a family to maintain relatively stable conditions by means of its own regulatory mechanisms.

    a. Each family develops its own rules to maintain this balance.
    b. Each family member's behavior is functional within the family system.
    c. A given family's homeostasis is both revealed and maintained by repetitious, circular, predictable communication patterns.
    d. A child's self-concept and his behavior outside of the family are largely determined by the patterns that are operative within his family system.

14. Heuristic - A heuristic is a model which serves to guide the process of decision-making in an orderly manner.

15. "I" message - An "I" message expresses how I feel or what I think. It is in no way judgmental about someone else, but simply expresses how I am being affected by something.

16. Mental health consultation - (Caplan) Mental health consultation is a process of interaction between two professional persons--the consultant, who is a specialist, and the consultee, who invokes the consultant's help in regard to a current work problem with which he is having some difficulty and which he has decided is within the other's area of specialized competence. The work problem involves the management or treatment of one or more clients of the consultee, or the planning or implementation of a program to cater to such clients.

CONCEPTS (continued)

17. Monitoring - Monitoring is the process which is necessary for the orderly progression of any meeting. It has two components:

   a. Facilitating the sending of clear and direct messages and continually checking to see that messages are being clearly received.
   b. Making periodic statements about the progress being made at the meeting and about what remains to be done.

18. Noncompetence - Noncompetence is a characteristic of situation--specific behavior. It denotes a situation in which the individual is unable to perform a prescribed or chosen task adequately due to a lack in the behavioral repertoire.

19. Nonconformity - Nonconformity may be defined as situation--specific behavior which is intended to facilitate the attainment of some goal other than that of fulfilling perceived normative expectations.

20. Perceptual distortion - Perceptual distortion refers to the mislabeling of a person or of a person's behavior due to inaccurate or insufficient information.

21. Productive learning situation - A productive learning situation is one in which the prevailing conditions facilitate the learning process.

22. Sanction - Sanction refers to an attitude of trust and approval. The consultant must obtain sanction from the authority figures in any organization in order to function effectively and unimpeded in a consulting capacity.

23. Setting the agenda - Setting the agenda is the first task of a person who has called a meeting. It may be defined as making a clear statement of why the meeting was called and what decisions need to be made.

24. Socioemotional leader - A socioemotional leader is that person in a group who is primarily concerned with maintaining harmonious relations within the group.

25. System - A whole which functions as a whole by virtue of the interdependence of its parts is called a system.

26. Systemic intervention - Systemic intervention refers to an effort to plan and effect change in a system. In the context of the family, systemic intervention involves not merely changing one person's behavior, but also the other person's responses to this behavior. It involves overcoming homeostatic mechanisms in order to bring about change in repetitive patterns.

27. Systems approach - A systems approach to a problem considers the problem as a "gestalt" and attempts to formulate interventions through hypothesizing the related consequences of each intervention for the whole system.

CONCEPTS (continued)

28. *Task leader* - A task leader is that person in a group who is primarily concerned with getting the job done.

29. *Tracking* - Tracking refers to the procedure of gathering data on a given individual's past experience with the care-giving network in a given community.

30. *Transaction* - A transaction is an interpersonal process in which each person involved is learning about the others and teaching them about himself. Each person is constructing a cognitive model of the others and establishing emotional associations with the others' presence. This process exerts a strong influence of the behavior or each person involved in it.

31. *"You" message* - A "You" message is a statement that *I* make, directly or indirectly, about *you*. It is frequently judgmental. It does not tell you what *I* think or how *I* feel and so does not help you know how to respond to me appropriately.

MODULE: Ecological Planning

PROGRAM CONSULTANT: Linda Odom

BEHAVIORAL OBJECTIVES FOR TRAINING:

	Related Concept Number
1. Given two hypothetical situations, each trainee should be able to analyze the behavior of the children described in terms of the concept of behavior settings. The trainee's response should include: (1) A definition of behavior settings including its two components. (2) An explanation of the differential contingencies in each behavior setting (This should reflect an understanding that different behaviors are expected and "paid off", or are adaptive in different settings).	1,9
2. After viewing a videotape in which the director of a community-based child advocacy program is interviewed, each trainee must be able to explain how such a program differs from a more traditional program of mental health service. The trainee's response should include: (1) A statement that an advocacy program defines its services in terms of the needs of the individual being served and of his ecological system, rather than in terms of the skills of its staff members and its facilities. (2) A statement that an advocacy program attempts to mobilize, coordinate, or create resources within a community to meet the unmet needs of the individuals being served in that community.	2,26,11
3. Each trainee must be able to trace the development of the mental health field from the traditional approach of treating the troubled child to the emerging approach of concern with comprehensive service delivery systems. They must show this as a logical progression through sequential stages, explaining the focus of each stage, the implications for intervention, and what was learned that led to the new focus of the next stage. The trainee's response should include: (1) An explanation of the traditional approach as the first stage. This should include an awareness that the focus was on changing the child and that little if any attention was given to creating supports for the child's new learning or to changing the way significant others responded to him. The response should also include a statement that the dilemma of sending the increasingly healthy child back to an unhealthy family environment led to the focus of the next stage.	1,2,8, 9-11,13, 25-27,29

OBJECTIVES (continued)

(2) An explanation of the next stage as one that focused on the child as a member of a family system as a co-creator of enduring family patterns. Intervention became, necessarily, a systemic problem of altering these patterns. At this point it became evident that many forces impinged on the family from outside of the family system and an ecological focus began to emerge.
(3) An explanation of the third stage as one that focused on the child as a part of an ecological system of which the family is only one element. Intervention became defined as the attempt to minimize points of discordance within the ecological system and to maximize the child's opportunities for effective functioning. This approach led to an increasing concern with the availability and effectiveness of community resources.
(4) An explanation of the fourth stage as an emerging concern with service delivery systems. This should include a statement that intervention becomes a two-fold problem: how best to serve the individual and his ecosystem and how to begin to reach out into the community to develop a more comprehensive and effective network of services for children.

4. After viewing a videotape of a meeting between two parents, a night teacher-counselor, a liaison teacher, and the parents' therapist, each trainee should be able to list, in sequence, the tasks of a liaison teacher who has called a meeting. The trainee's response should include: 23,17,3

(1) Setting the agenda: defined as making a clear statement of why the meeting was called and what decisions need to be made.
(2) Monitoring the meeting, defined as:
    a. Facilitating the sending of clear and direct messages and checking to see that messages are clearly received.
    b. Making periodic statements about the progress being made in the meeting and about what remains to be done.
(3) Closing the meeting, defined as:
    a. Summarizing the decisions that have been made or that remain to be made.
    b. Asking if a second meeting is necessary, and if so, setting a definite time and place.

5. Given three hypothetical situations, the trainee should be able to analyze and make hypotheses about the behavior of the children described in terms of the interacting factors of which all behavior is a function, the individual's priorities of meaning system, his behavioral repertoire, the demands being made on the individual in a given situation, and the contingencies as perceived by the individual--that are operative in that situation. 4,5,7, 8,18,19

The trainee's response should include:

(1) A statement that competence and deviance are not absolute qualities of an individual, but reflect judgments about the appropriateness and effectiveness of situation--specific behavior.
(2) A statement conveying the fact that behavior is always a result of a choice that the individual makes as a function of: what is important to him, what he knows how to do, what he is asked or expected to do, and what he perceives to be the consequences of alternative behaviors.
(3) A statement conveying the inability to predict a child's behavior in a future situation on the basis of his behavior in a current or past situation unless the contingencies and the demands being made on the child are approximately the same and the child's competencies and priorities remain constant.

6. Given a hypothetical situation, the trainee must be able to analyze the situation in terms of discordance and must be able to enumerate the possible modes of intervention. — 4,5,7, 8,18,19
The trainee's response should include:

(1) A definition of discordance and an analysis of the situation in terms of this discrepancy.
(2) An enumeration of the 6 possible ways of intervening at such points of discordance.

7. Each trainee must be able to describe the information gathering process that is necessary prior to any planning for a given child. He must be able to indicate what kinds of information are needed. — 1,4,7, 8,9-11, 25,27,29
The trainee's response should include:

(1) An explanation of the tracking procedure.
(2) An explanation of the ecological mapping procedure.

8. Given information about a hypothetical child, each pair of trainees must be able to track that child through his previous contacts with the care-giving network and must be able to map that child's ecological system. — 1,4,7, 8,9-11, 25-27,29

The tracking should include:
(1) The person to whose attention the child first came as a person with a problem.
(2) The individuals and/or agencies who have had contact with this child on a care-giving basis.
(3) The dates of the intervals at which the child was involved with a care-giving individual or agency.

OBJECTIVES (continued)

(4) The nature of the action(s) taken or the service(s) rendered to the child and/or his family during the child's involvement with a care-giving individual or agency.

The ecological mapping should include:
(1) The relevant behavior settings.
(2) The significant individuals with whom the child interacts in each behavior setting.
(3) The points of discordance (In relationship to whom and in what settings is the child's behavior getting him into trouble?).
The discussion of discordance should also attempt to answer or note the need to answer the following questions:

a. What expectations is the child failing to meet and whose expectations are they?
b. Is the discordance related to a lack in the child's behavioral repertoire?
c. What is maintaining the negative interactions?
d. With what frequency are the negative interactions occurring?

(4) The points of greatest "fit" (In what settings and in relationship to whom is the child functioning effectively and experiencing success?). The discussion of fit should attempt to answer, or note the need to answer, the following questions:

a. What is maintaining the positive interactions?
b. With what frequency are the positive interactions occurring?
c. What are the child's interests and talents and to what extent has he been able to pursue them?

(5) A list of any contacts that the trainee would make in behalf of the child and his family in order to obtain further information.
a. These contacts should be listed in the order that the trainee would make them.
b. The list should include an indication of the kinds of information the trainee would try to obtain from each contact and the method by which he would seek to obtain it. (e.g. interview, observation, group meeting)

(6) A discussion of what, if any, interventions seem both necessary and feasible on the basis of the information already available. This discussion should include a description of the probably effect(s) of such intervention(s) on the ecological system.

Criterion for this tracking and mapping procedure will be the judgment of the instructor in conjunction with the judgment of 2 liaison workers who are currently active in this role.

OBJECTIVES (continued)

9. Given information about a hypothetical family, the trainee must be able to analyze the dynamics of the situation in terms of the concept of homeostasis. 13,25,27

The trainee's response should include:

(1) A statement about the unreliability of verbal report from a single family member and the importance of observing the family functioning as a system.
(2) A statement explaining the concept of family homeostasis.
(3) A statement conveying the fact that a child's deviant behavior can be functional within a dysfunctional system, and if so, will be overtly or covertly perpetuated by the other family members.

10. Given information about interactions within hypothetical families, the trainee must be able to analyze these interactions in terms of the homeostatic mechanism within the families. 13,25,27

The trainee's response should include:

(1) A statement explaining the concept of homeostasis.
(2) A statement about the development of "rules" within a family which serve to maintain the family's equilibrium.
(3) A statement explaining that a given family system's homeostasis is both revealed and maintained by circular, repetitious, predictable communication patterns.
(4) A statement indicating that the family is the main learning context for a child's self-concept and for expectations of his behavior with other people outside of the family.
(5) A statement that the level of communication skill within a family is closely related to the patterns that are established to preserve the family's equilibrium.

11. After viewing a videotape of a goal-setting session between two boys and their mother which was monitored by a liaison teacher, the trainee must be able to: 13,17,23,25-27

a. Identify the focus of the intervention.
b. Identify the ways in which the liaison teacher influenced the focus of the intervention.
c. Suggest other ways in which the liaison teacher could have influenced the process.
d. Explain his reasons for thinking that the intervention will or will not significantly alter the established family patterns.

The trainee's responses should include:
(1) An analysis of the focus of the intervention showing the emphasis on changing the children.
(2) A statement recognizing the liaison teacher's role in directing the focus of an intervention through clearly setting the agenda and through actively monitoring the process.

(3) A description of the family as a system with a homeostatic mechanism which will only be activated or perpetuated as long as the focus of change is not on the patterns of interaction in the family.

Criterion for these responses will be the consensus of the trainee group.

12. After viewing a videotape of a family decision-making process, the trainee must be able to answer the following questions: 13,24, 25,27

a. How would you describe the flow of messages within this family?
b. How are decisions typically made in this family?
c. What role(s) does the mother play in this family?
d. Where is the apparent locus of power in this family?
e. How would you rank the family members according to dominance?

The trainee's response should include:
(1) A diagrammatic representation of the family showing--by the use of arrows--the directions in which messages are flowing.
(2) A discussion of the decision-making process in terms of the three possible ways of reaching a decision. (i.e. by consensus, by majority vote, or by dictation)
(3) A discussion of the mother's role in terms of the task leader function and the group maintenance function.
(4) A discussion of the centralization of power in this family as opposed to a situation of shared power.
(5) A ranking of the family members according to dominance.

Criterion for these responses will be the consensus of the trainee group.

13. After viewing a videotape of a family interview the trainee must be able to answer the following questions: 13,15, 25-27,31

a. What is an "I" message?
b. What is a "You" message?
c. What recurring patterns of interaction can you identify?
d. In what way(s) does this tape illustrate the results of intervening with separate elements in a family rather than with the family as a whole?

The trainee's response should include:
(1) A definition of "I" message.
(2) A definition of "You" message.
(3) A description of the persisting communication patterns in the family--e.g.:
   a. The mother speaks for the family group and does almost all of the talking.

OBJECTIVES (continued)

b. The mother tends to send messages that discredit the validity of her son's perceptions.
c. The family appears to be organized to avoid the sending and receiving of direct messages.

(4) A statement conveying the fact that the destructive communication patterns within the family have not been effectively altered by the approach of intervening with separate elements of the family.

14. Given a hypothetical situation describing a teacher's attempt to change her behavior in the absence of supportive changes within the school where she teaches, the trainee must be able to explain the sequence of events in terms of the school as a system. 5,16,21, 25-27

The trainee's response should include:

(1) A statement acknowledging that the teacher is a part of a system.
(2) An explanation of the events in terms of altering one factor in the system without creating supports for these changes or giving other elements of the system new ways to perceive and respond to these changes.

15. Given a hypothetical situation describing a resource teacher's first encounter with an elementary school teacher, the trainee should be able to explain the unsuccessful encounter in terms of the transactional nature of interpersonal relationships. Further, he should be able to suggest alternative behaviors for the resource teacher and to explain why these behaviors would be more effective.

The trainee's response should include:

(1) An explanation of the transactional nature of interpersonal relationships.
(2) A statement about the necessity of establishing trust and rapport with the consultee as a prerequisite to a productive consulting relationship.
(3) A statement about the necessity of establishing a horizontal relationship with the consultee.

16. Given a hypothetical situation describing a mental health consultant's initial association with an elementary school, the trainee must be able to discuss the issues that the consultant would need to be aware of and to act on as a newcomer to the system. 12,20,22

The trainee's response should include:

(1) A statement of the necessity for making personal contact with the authority figures of an institution in order to obtain sanction for initial exploring and negotiating within the system.

OBJECTIVES (continued)

(2) A statement of the need to explore the authority and communication networks within the system and a rationale for this.
(3) A statement of the need to be clear about the roles of the various other staff members so as not to threaten another's domain.
(4) A statement about the need for frequent personal interaction with the staff members so that both the consultant and the consultee population can dispel any distorted perceptions or expectations.

17. The trainee must be able to list 4 assumptions about the learning process that he as a consultant would need to consider in setting up productive learning situations. Important implications should be included about any of the assumptions. The trainee's response should include: 21

(1) A statement explaining that if new learning is to be assimilated, it must be carefully related to the learner's previous and current experience. This gives it context and continuity and allows it to be integrated with what the learner already knows.
(2) A statement explaining that behaviors must be used and reinforced if they are to be integrated into the behavioral repertoire. This point has 3 implications.
(3) A statement explaining that the consultant is teaching a process, not isolated facts or behaviors. He is teaching individuals or groups of individuals to make the maximum amount of information available to themselves and to utilize it effectively.
(4) A statement explaining that the maximum amount of learning occurs when the threat of punishment is at a minimum.

18. After viewing a videotape of an initial contact between a liaison teacher and a resource person from the community, the trainee must be able to identify those verbal and nonverbal behaviors on the part of each participant that facilitated the transaction and/or that impeded the transaction. 6,20,30
The trainee's response should include:

(1) An 8-part description of the transaction:

OBJECTIVES (continued)

	Liaison Teacher		Resource Person	
	Facilitative	Non-Facilitative	Facilitative	Non-Facilitative
Verbal Behaviors:	1)	1)	1)	1)
	2)	2)	2)	2)
	3)	3)	3)	3)
	4)	4)	4)	4)
Nonverbal Behaviors:	1)	1)	1)	1)
	2)	2)	2)	2)
	3)	3)	3)	3)
	4)	4)	4)	4)

Criterion for the trainee's response will be consensus to the trainee group.

19. Given information about a hypothetical child (the same information mentioned in objective #7), each trainee must be able to map that child's ecological system using the Cantrell heuristic. This map will then be compared for completeness and usefulness with the map constructed earlier. There will be no criterion for this task, it will merely serve to stimulate discussion about (1) ecological mapping as a step toward effective decision making and (2) the usefulness of a model to guide the decision-making process.

1,4,7,
8,9-11,
14,25-27,
29

MODULE: Ecological Planning

PROGRAM CONSULTANT: Linda Odom

TRAINING ACTIVITIES:		Related Objective Number
1.	Presentation of the ecological model and discussion session.	1
2.	Presentation of the concept of child advocacy and discussion session.	2
3.	Presentation of child advocacy as a sequential development in the mental health field and discussion session.	2,3
4.	Demonstration videotape in which the director of a community-based child advocacy program explains his program to a liaison teacher. The tape emphasizes the kinds of activities in which the director and his staff are engaged.	2,3
5.	Programmed videotape demonstrating the tasks of a liaison teacher who has called a meeting. The tape emphasizes, with audio-visual questions and answers, the tasks of setting the agenda, monitoring the meeting, and closing the meeting.	4
6.	Presentation of an expanded version of the competency model and discussion session.	5
7.	Presentation of the concept of discordance and of modes of intervention and discussion session.	6
8.	Tracking and ecological mapping task. Given information about a hypothetical child, each pair of trainees must track that child through his previous contacts with the care-giving network and must map that child's ecological system.	8
9.	Presentation of tracking procedure and ecological mapping procedure and discussion session.	7
10.	Presentation of the concept of family homeostasis and its implications and discussion.	9,10,11,12,13
11.	Presentation of research findings related to family communication patterns. Discussion.	9,10,11,12,13
12.	Presentation of implications of viewing the family as a system for intervention. Discussion.	11,13
13.	Semi-programmed videotape showing a goal-setting session between two boys and their mother which was monitored by a liaison teacher. Audio-visual questions emphasis the focus of the intervention and the role of the liaison teacher in directing the focus.	11,13

TRAINING ACTIVITIES (continued)

14.	Semi-programmed videotape showing a family decision-making process. Audio-visual and audio dubbed questions emphasize the way messages are sent and received, the way roles are defined, the way decisions get made, and the locus of power in the family.	9,10,11, 12,13
15.	Semi-programmed videotape showing a family interview. Audio-visual and audio dubbed questions emphasize the way each family member sends and receives messages and on the patterns of interaction that remain operative in this family after five months of intervention.	9,10,11, 12,13
16.	Presentation of the concept of "system" and of a systems approach to problem solving and intervention. Discussion.	14
17.	Presentation of the transactional nature of interpersonal relationships and discussion session.	15
18.	Presentation of the prerequisites and characteristics of an effective consulting relationship.	15
19.	Presentation of the concepts of "entry" and "sanction" and their implications for the consultant. Discussion.	16
20.	Presentation of assumptions about the learning process and discussion.	17
21.	Semi-programmed videotape showing an initial contact between a liaison teacher and a resource person from the community. Audio-visual questions and audio dubbing emphasize the verbal and nonverbal behavior used to facilitate the transaction by each participant.	15,16, 18
22.	Semi-programmed videotape showing a small group meeting between two liaison teachers and some resource persons from the community. Audio-visual questions and audio dubbing emphasize the verbal and nonverbal behavior used to facilitate the transaction by each participant.	15,16, 18
23.	Semi-programmed videotape showing a formal forum in which two liaison teachers present their roles and the nature of the program they represent to a large group of resource persons from the community. Audio-visual questions and audio-dubbing emphasize the advantages and difficulties of presenting oneself to a large group of people in a formal setting.	15,16, 18
24.	Presentation of the Cantrell heuristic and discussion.	19

25. Mapping procedure using the Cantrell heuristic. Given the same information mentioned in activity #8, each trainee will map that child's ecological system using the Cantrell heuristic. This map will be compared for completeness and usefulness with the map constructed earlier during a discussion session. 19

26. Day-long workshop with Jenny Adams in Tullahoma, Tennessee. 15,16, 18

Purpose:
- a. To give trainees a chance to practice presentation of self.
- b. To facilitate role crystallization.
- c. To meet with individuals who represent formal and informal community resources.
- d. To learn what has been done in a given community in the area of community development and community mobilization.

MODULE: Ecological Planning

PROGRAM CONSULTANT: Linda Odom

SEQUENCE OF ACTIVITIES BY TRAINING DAY:

Week I, Day Tuesday, PM
Activities #1, 2, 6, 7

Week I, Day Friday, PM
Activities #10, 11, 12, 14, 15

Week II, Day Friday, AM-PM
Activities #26

Week III, Day Friday, PM
Activities #16, 3, 13, 4, 9

Week IV, Day Friday, PM
Activities #17, 21, 22, 23

Week V, Day Friday, PM
Activities #18, 19, 20, 5

Week VI, Day Tuesday, AM
Activities #24, 25

MODULE: Ecological Planning

PROGRAM CONSULTANT: Linda Odom

OUTSIDE ASSIGNMENTS:

Week III, Day Friday, PM
Assigned to Track a hypothetical child and his family through the care-giving network and to map the child's ecological system. This task will be done in pairs and will be turned in on Friday afternoon of Week IV.

MODULE: Ecological Planning

PROGRAM CONSULTANT: Linda Odom

VIDEO TAPES:

Title	Activity for Objective #	Format
1. Demonstration tape of community-based child advocacy program	2,3	Audio-dubbed introduction, question for discussion at the end.
2. Programmed tape of liaison teacher conducting a meeting	4	Audio-dubbed introduction, audio-visual questions and answers.
3. Semi-programmed videotape of goal-setting session between two boys and their mothers which was monitored by a liaison teacher	11,13	Audio-dubbed introduction, audio-visual questions, discussion periods.
4. Semi-programmed videotape of family decision-making process	9,10,11 12,13	Audio-dubbed introduction, audio-visual and audio-dubbed questions, discussion periods.
5. Semi-programmed videotape of family interview	9,10,11 12,13	Audio-dubbed introduction, audio-visual and audio-dubbed questions, discussion periods.
6. Semi-programmed videotape of initial contact between a liaison teacher and a community resource person	15,16,18	Audio-dubbed introduction, audio-visual and audio-dubbed questions, discussion periods.
7. Semi-programmed videotape of a small group meeting in which 2 liaison teachers and a community resource person exchange info	15,16,18	Audio-dubbed introduction, audio-visual and audio-dubbed questions, discussion periods.
8. Semi-programmed videotape of a formal forum in which 2 liaison teachers present their roles and the nature of the program they represent to a large group of resource persons from the community	15,16,18	Audio-dubbed introduction, audio-visual and audio-dubbed questions, discussion periods.

ACADEMIC PROGRAMMING
and
PROGRAM RELEVANT EVALUATION

by
Beverly Lee

VITA

Name: Beverly A. Lee

Personal Information:

Date of birth: June 20, 1944

Place of birth: Johnson City, Tennessee

Marital Status: Single

Education:

1962-66	Carson-Newman College Jefferson City, Tennessee, B.A. Major areas: Psychology and Education Minor area : History
1966-67	George Peabody College for Teachers, M.A. Major area : Special Education (Behavior Disorders)

Experience:

1966	Psychology Department Sunland Hospital for the Severely Retarded Orlando, Florida
1967	Educational Diagnostician Cumberland House Elementary School Nashville, Tennessee
1967-68	Educational Diagnostician Children's Re-Education Center Chattanooga, Tennessee
1968-70	Curriculum Director Children's Re-Education Center Chattanooga, Tennessee
1970-Present	Program Consultant Re-Ed Institute Nashville, Tennessee

Publication:

Lee, Beverly. "Curriculum Design: The Re-Ed Approach", published in Conflict in the Classroom, Revised Edition, 1970.

MODULE: Academic Programming

PROGRAM CONSULTANT: Beverly Lee

LISTS OF CONCEPTS:

1. Skill Remediation - defined as, identification of specific skill deficits followed by programming for acquisition of those deficit skills

2. Premack - defined as scheduling of high probability activities to follow low probability activities

3. Pairing of learning modalities - defined as using two or more sensory channels for presenting information

4. Multisensory Approach - defined as bombarding child with a variety of sensory stimuli to aid in his receiving information

5. Programming Principles

   a. Terminal State: defined as stating a specific skill as a programming goal
   b. Baseline Level: defined as, the child's present academic skill level
   c. Deficit Skills: defined as, academic skills the child does not have
   d. Skill Progression: defined as, the sequence of skill acquisition
   e. Cueing: defined as, aids or prompts for skill acquisition exercises
   f. Fading: defined as gradually removing the cues (aids and prompts) from the academic exercise

6. Program Planning Provisions

   a. Active Pupil Response: defined as pupil involvement in learning situation
   b. Success: defined as skill building tasks possible for children to complete correctly (90% success - 10% failure)
   c. Feedback: defined as, when children are quickly informed as to the correctness of their performance
   d. Individual pacing: defined as, when child acquires skills at his own speed
   e. Individual placement: defined as children using different materials or are at different sections of the same material
   f. Repetition: defined as repeating tasks previously presented
   g. Review: defined as presenting the same information in an abbreviated manner
   h. Generalization: defined as closure on skill acquisition, use of skill under differing circumstances
   i. Branching: defined as, when task presentation is unmanageably difficult, break task down into smaller, easier steps
   j. Assess terminal state: defined as evaluation of successful attainment of academic goal

CONCEPTS (continued)

7. Student Self-Evaluation - defined as students keeping records of their achievement, encourage competition with previous performance (precision teaching, interval graphs, charts, merely counting).

8. Approximations to Terminal State - defined as steps in skill acquisition, gradually moving closer to goal.

9. General Characteristics of Materials - defined as chronological age, grade level, mental age, reading level, population for which materials were designed, physical requirements, primary senses for information transfer.

10. Learning Modalities for Information Transfer - defined as various sensory channels used in transfer of information from material to student-auditory, audio-visual, visual, tactile -- kinesthetic, olfactory.

11. Learner Interaction - defined as the responses required of children in a learning situation.
    motor-physical activity, manipulation, written response, mark a response
    verbal-answer questions, repeat information, spontaneous contribution
    visual-motor - copying tasks, tracing
    visual-read, observe, matching
    verbal-motor-dramatization

MODULE: Academic Programming

PROGRAM CONSULTANT: **Beverly Lee**

BEHAVIORAL OBJECTIVES FOR TRAINING	Related Concept Number
1. To identify from diagnostic testing and write a report describing the skill gaps in a child's acquisition of reading and arithmetic skills	1
2. To write program prescriptions for skill acquistion to include	1, 2, 3, 4, 5
a. Behavioral expectations	2, 6b
b. Presentations and required responses depending on child's modality strengths and weaknesses	3, 4, 6a
c. Terminal state	5a
d. Baseline level	5b
e. Deficit skills	5c
f. Skill progression	5d
g. Use of cueing, fading, branching	5e, 5f, 5i
h. Approximations to terminal state	8
i. Repetition and/or review	6f, 6g
j. Feedback to student	6c
k. Generalization - activities to demonstrate closure on skill building	6h
l. Evaluation	6c, 6h, 6j, 7, 8
3. To evaluate materials in terms of	
a. Various learning modalities involved in information transfer	10
b. Learner interaction requirements	11

MODULE: Academic Programming

PROGRAM CONSULTANT: Beverly Lee

TRAINING ACTIVITIES

1.	Reading assignment - Reading and Arithmetic Scope and Sequence Charts K-3	1
2.	Oral presentation - "Academic Programming" Mary Lynn Cantrell	2
3.	Oral presentation - Characteristics of Curriculum (handout)	2
4.	View remedial teaching tape	2b, 2g, 2i
5.	Presentation of Select-Ed Prescriptive Materials Retrieval System - Carlene VanEtten	1, 3
6.	Use retrieval system in preparing program prescriptions	3
7.	Assignment - write program prescription from diagnostic testing	1, 2
8.	Oral presentation and discussion of Materials Selection Guide (handout)	3
9.	Present evaluation of materials using Materials Selection Guide	3

MODULE: Academic Programming

PROGRAM CONSULTANT: Beverly Lee

VIDEO TAPES

Title	Activity for Objective #	Format
Remedial Teaching	2, 3	Semi-programmed; introduction, teaching session, review, questions, answers

MODULE: Program Relevant Evaluation

PROGRAM CONSULTANT: Beverly Lee

LIST OF CONCEPTS:

1. Relevant Testing - defined as information gained from testing children that is directly related to academic programming for skill building -- as opposed to testing to identify reasons why children are not functioning adequately.

2. Auditory and Visual Acuity - defined as inadequate vision and hearing which may be corrected medically and may have implications for academic programming

3. Diagnostic Information - defined as information concerning specific academic skill deficits and strengths

4. Learning Modalities - defined as sensory skill deficits and strengths which relate to the way in which children learn from various information presentations and the way in which children are asked to respond to presented information

5. Program Relevant Tests - defined as tests which evaluate the academic behaviors expected of children in a classroom or learning situation

6. Observation of Behavior - defined as behaviors observed by the examiner in a testing session which may be detrimental to or helpful to a child in a learning situation

7. Programming Prescriptions - defined as academic programming for skill acquisition from the analysis of the child's performance of diagnostic tasks, including -- skills sequenced developmentally, suggested materials, suggested presentations and responses, behavior programming

MODULE: Program Relevant Evaluation

PROGRAM CONSULTANT: Beverly Lee

BEHAVIORAL OBJECTIVE FOR TRAINING	Related Concept Number
1. To administer a battery of tests, report the information, and write programming prescriptions	1, 3, 4, 6, 7
2. To recognize behavioral indications of inadequate visual and auditory acuity	2
3. To sequence skill presentations in program prescriptions in the order in which they occur developmentally	3, 7
4. To identify from a child's performance of tasks on diagnostic tests, the types of presentations and responses from which the child most quickly learns	3, 4, 6
5. To choose tests which are relevant to programming academic skill building for children.	1, 5
6. Identify behaviors exhibited by a child in a testing situation which are relevant to behavioral and academic programming in the classroom	6

MODULE: Program Relevant Evaluation

PROGRAM CONSULTANT: Beverly Lee

	TRAINING ACTIVITIES	Related Objective Number
1.	Slide presentation demonstrating procedure of program relevant evaluation	1, 5
2.	Trainees to read sample program relevant evaluation and discuss relevance of format to public school classroom-suggest alternatives-present sample programming prescriptions	1, 4
3.	Oral presentation of Stanford Diagnostic Arithmetic Test Trainees administer test to one another View video tape	1
4.	Read handouts- Reading and Arithmetic Scope and Sequence Charts General Test Administration Procedures	3, 5
5.	Practicum assignment - administer diagnostic test battery	1, 2, 3, 4, 6
6.	Oral presentation of Durrell Analysis of Reading Difficulty Discussion-Question Session Trainees administer test to one another	1
7.	Read handouts- Behavioral Indications of Inadequate Auditory and Visual Acuity	1, 2, 4. 6
8.	Oral Presentation of Diagnostic Tests accompanying Select-Ed Prescriptive Materials Retrieval System Discussion-Question Session Trainees administer tests to one another View video tape (MAT-Readiness)	1, 5

MODULE: Program Relevant Evaluation

PROGRAM CONSULTANT: Beverly Lee

VIDEO TAPES

Title	Activity for Objective #	Format
1. Metropolitan Achievement Tests-Readiness	1, 4, 6	Semi-programmed; introduction, testing session, review, questions, answers
2. Stanford Diagnostic Arithmetic Test	1, 4, 6	Semi-programmed; introduction, testing session, review, questions, answers

GROUP PROCESS

and

NATURALIZED, ACTUALIZED & ENTERPRISE TEACHING

by

Emma Jean Hogan

VITA

Name: Emma Jean Hogan

Personal Information:

Date of birth: January 6, 1944

Place of birth: Waynesville, North Carolina

Marital Status: Single

Education:

1961-65	Western Carolina University Cullowhee, North Carolina, B.S. Major area: Elementary Education (Mental Retardation)
1970-71	George Peabody College for Teachers, M.A. Major area: Special Education (Behavior Disorders)

Experience:

1965-66	E.M.R. Teacher Asheboro City Schools Asheboro, North Carolina
1966	Head Start Teacher Macon County Schools Franklin, North Carolina
1966-67	E.M.R. Teacher Dekalb County Schools Atlanta, Georgia
1967	Writer to E.M.R. Curriculum Guide Dekalb County Schools Program for Exceptional Children Atlanta, Georgia
1967-68	E.M.R. Teacher Dekalb County Schools Atlanta, Georgia

Experience, continued

1968-69	Day Teacher Counselor Cumberland House Elementary School Tennessee Re-Education Center Nashville, Tennessee
1969	Educational Diagnostician Child Study Center George Peabody College for Teachers Nashville, Tennessee
1969-70	Night Teacher Counselor Cumberland House Elementary School Tennessee Re-Education Center Nashville, Tennessee
1970	Program Consultant Re-Ed Training Institute Nashville, Tennessee
1971	Child Development Consultant Child Advocacy Project Children and Youth Services (formerly Re-Ed) Nashville, Tennessee

MODULE: Group Process

PROGRAM CONSULTANT: Emma Jean Hogan

LIST OF CONCEPTS:

1. Group Process - defined as a series of behavioral interactions among a group of people which are directed toward the achievement of common objectives.

2. Group Leadership - defined as a person or a sub-group who are providing the most directive input to the group for the activity in which the group is engaged at any specific time.

3. Variable Group Leadership - defined as the process of shifting the group leadership role according to:

   a. the group task
   b. the group needs
   c. individual skills
   d. physical setting of the group.

4. Sub-Group - defined as two or more group members who can function in either a leadership or control role.

5. Group Control - defined as oppositional to leadership. A person or a sub-group who subtly or authoritatively regulates the behaviors of other group members.

6. Feedback System - defined as the continuous process of communication of information about the behavior of individuals or of the total group to enhance achievement of behavioral objectives and to continue effectiveness of group activities and direction.

7. Self-Directive Behavior - defined as individual group members' independent utilization of behavior management and communication skills learned from the group.

8. Behavioral Change Agent - defined as individuals monitoring and reinforcing behavioral skill development among other group members.

9. Monitoring Skills - defined as the ability to plan, evaluate, and consequate behaviors and to recognize the cause-effect relationship of behaviors.

10. Modeling - defined as an individual's demonstrating specific desirable behaviors with the spectancy that other people will imitate those behaviors.

11. Group Structure - defined as rules and meetings established, implemented, and evaluated by group members for effective group process.

CONCEPTS (continued)

12. Natural Pecking Order - defined as specific roles of individuals within group situations - varying from leader to scapegoat.

13. Heterogeneous Group - defined as a set of individuals with varying levels of skills, interests, deficiencies, backgrounds, etc.

14. Stages of Group Development - defined as the change process of a group from total dependence upon external directions and controls to independent functioning.

    a. Dependent Stage: defined as the group functioning as a result of adult direction or the dominant group members.
    b. Experimental Stage: defined as a group relying somewhat upon adult or dominant group members' direction while beginning to develop independent or self-directive behavior.
    c. Independent Stage: defined as a group of individuals capable of planning, implementing, and evaluating behavior as a group or individually, independent of external control or direction.

MODULE: Group Process

PROGRAM CONSULTANT: Emma Jean Hogan

BEHAVIORAL OBJECTIVES FOR TRAINING:

		Related Concept Number
1.	Trainees will be able to identify in writing any individual or sub-group who is providing group leadership from written sample descriptions of group interactions at 90-95% agreement with module program consultant.	2,4
2.	Trainees will be able to differentiate in writing between group leadership and group control agents from written sample descriptions of group interactions.	2,5
3.	Trainees will be able to identify in writing specific times when group leadership shifts from written sample descriptions of group interactions.	3
4.	Trainees will be able to identify in writing the variables which are correlated with a shift in leadership from written sample descriptions of group interactions.	3
5.	Trainees will be able to delineate specifically in writing the components of group structure for written sample descriptions of group situations.	11
6.	Trainees will be able to differentiate in writing between heterogeneous and homogeneous groups from written sample descriptions of group situations.	13
7.	Trainees will be able to identify sequentially in writing the specific monitoring skills necessary for the achievement of both individual and group behavioral objectives outlined in written descriptions of group situations.	9
8.	Trainees will be able to write one specific behavioral objective- or goal - for both individual group members and the total group from written behavioral interaction descriptions of a group.	9
9.	Trainees will be able to differentiate in writing between instances when an individual is demonstrating self-directive behavior and when he is demonstrating dependent behavior from written descriptions of behavioral interactions.	7
10.	Trainees will be able to identify in writing instances when "Natural Pecking Order" roles emerge from written descriptions of group situations.	12

OBJECTIVES (continued)

11. Trainees will be able to differentiate in writing between instances when group process is occurring and when group process is not occurring from written descriptions of group situations. 1

12. Trainees will be able to identify in writing instances where effective modeling has occurred from written descriptions of group situations. 10

13. Trainees will be able to differentiate among the three stages of Group Development by outlining specifically which stage a group is in from written descriptions of groups experiencing all three stages of development. 14

14. Trainees will be able to identify in writing instances where a Feedback System is being employed by a group from written descriptions of group interaction. 6

15. Trainees will be able to identify in writing individuals who are functioning as behavioral change agents from written descriptions of group interaction. 8

MODULE: Naturalized, Actualized, Enterprise Teaching

PROGRAM CONSULTANT: Emma Jean Hogan

This module assumes learning occurs in a cyclical pattern:

- a. presentation of a concept in classroom or laboratory setting
- b. skill development exercises - pen and paper, oral, etc.
- c. actualization - pragmatic application or utilization of the skills

LIST OF CONCEPTS:

1. Actualized Teaching - defined as implementing generalization phase of learning cycle.

2. Naturalized Teaching - defined as spontaneous utilization of variables within a behavioral setting as learning experiences.

3. Enterprise Teaching - defined as the process of sequentially planning units of study evolved from natural interest areas of students.

BEHAVIORAL OBJECTIVES FOR TRAINING:	Related Concept Number
1. Trainees will be able to differentiate in writing between instances of actualized teaching and naturalized teaching from written descriptions of teaching situations.	1,2
2. Trainees will be able to write an actualized teaching lesson plan for each child from the trainees' program relevant evaluations which they have prepared during the course of the program relevant evaluation module.	2
3. Trainees will be able to develop and write plans for at least one enterprise unit from written descriptions of classroom discussion sessions.	3

ARTS & CRAFTS
and
MOTOR PROGRAMMING

by
Bill Garrison

VITA

Name: Billie J. Garrison

Personal Information:

Date of birth: August 1, 1929

Place of birth: East St. Louis, Illinois

Marital Status: Married

Honors:

1959	Graduated magna cum laude from Carson Newman College
1962	Fellowship to Peabody College

Education:

1955-59	Carson-Newman College Jefferson City, Tennessee, B.A. Major area: History Minor area: Art
1962-63	George Peabody College for Teachers, M.A. Major area: Special Education of Emotionally Disturbed Children

Experience:

1959-62	Teacher Kingsport City School System Kingsport, Tennessee
1963-69	Teacher-Counselor Tennessee Re-Education Program Nashville, Tennessee
1969-71	Program Consultant Tennessee Re-Education Program Nashville, Tennessee
1971-	President, Acorn Co., Inc. A Children's Enterprise Nashville, Tennessee

Professional Organizations:

National Education Association

Tennessee Education Association

Council for Exceptional Children

Consultantships:

Originated the Ecological-Gestalt Process of Language Training

Developed statewide program of Arts and Crafts for the Tennessee Re-Education Program

Consultant for vocational rehabilitation in Florida

Conducted workshops at Marietta University in Marietta, Ohio

Consultant at Instructional Material Center in Athens, Ohio

MODULE: Arts and Crafts

PROGRAM CONSULTANT: Bill Garrison

LIST OF CONCEPTS: No list of concepts was developed by this program consultant prior to his leaving the Institute (R.P.Cantrell)

BEHAVIORAL OBJECTIVES FOR TRAINING:	Related Concept Number
1. Each trainee should be able to write a curriculum in arts and crafts for grades 1-3 by the end of the training module	0
2. Each trainee should be able to demonstrate the use of the media involved in an arts and crafts curriculum for grades 1-3 by the end of the training module	0
3. Each trainee should be able to identify, demonstrate, and explain examples of naturalized and actualized teaching in arts and crafts for grades 1-3 by the end of the training module	0
4. Given suppliers' guides, each trainee should be able to list the necessary materials and supplies for a first, second, or third grade class of thirty children to operate for a period of nine months.	0
5. By the end of this training module each trainee should be able to demonstrate the programming of an oil base clay lesson	0

MODULE: Arts and Crafts

PROGRAM CONSULTANT: Bill Garrison

TRAINING ACTIVITIES:	Related Objective Number
1. Lecture on arts and crafts curriculum, grades 1-3	1, 5
2. Arts and crafts practicum using media	1,2,3,4,5
3. Demonstration video tape of an arts and crafts class	3

MODULE: Motor Programming

PROGRAM CONSULTANT: Bill Garrison

LIST OF CONCEPTS:

1. Body differentiations - Defined as those processes of perceptual-motor development whereby a child gradually moves from generalized, gross motor patterns to specific, controlled motor patterns
2. Laterality - Defined as that portion of the process of body differentiation whereby the child learns to differentiate between the two halves of his body and to coordinate their actions toward purposive perceptual-motor activity
3. "Successful" walking, running, hopping, skipping, jumping, throwing, catching - Defined as those motor patterns which optimize energy expenditure per unit of purposive movement and which also have direct social value for the developing child.
4. Strength and agility programming - Defined as those sequentially arranged exercises which optimize the development of muscle groups and their coordinated, chained functioning
5. Posture and balance - Defined as the correct alignment of major muscle groups to facilitate perceptual and motor activities

MODULE: Motor Programming

PROGRAM CONSULTANT: Bill Garrison

BEHAVIORAL OBJECTIVES FOR TRAINING:	Related Concept Number
1. Each trainee should be able to identify and explain body differentiations as measured by the development of a written list of suggested programmed activities	1, 2
2. Each trainee should be able to identify and list components of "successful" walking, running, hopping, skipping, jumping, throwing, and catching as measured by the development of a written list of suggested programmed activities for each of these areas.	3
3. Trainees should be able to explain strength and agility programming by the end of this module as measured by the development of a written list of suggested programmed activities in each of these areas	4
4. By the end of this training module trainees should be able to explain a program of posture and balance training as measured by the development of a written list of suggested programmed activities in these areas	5

MODULE: Motor Programming

PROGRAM CONSULTANT: Bill Garrison

TRAINING ACTIVITIES:	Related Objective Number
1. Lecture on motor programming	1,2,3,4
2. Motor programming practicum	1,2,3,4
3. Demonstration video tape of differing motor patterns	1,2,3,4

APPENDIX B

VIDEO TRAINING TAPES AND ACCOMPANYING VIDEO GUIDES

VIEWER'S GIDE

Name:______________________________ Date:____________________ TAPE NO. 301
SECTION A

PROMPTING DEMONSTRATION

Directions: When you see a prompt given, put a mark (P) on your paper. The tape will tell you if you are right.

(The tape will pause after each separate segment and will repeat the prompt segment before continuing to the next segment.)

MARK - P -

______Segment 1: "Brian, is the man reading a book?"

______Segment 2: "Is the boy swimming in the water?"

______Segment 3: "Is the girl reading a book?"

______Segment 4: "What is she doing?"

______Segment 5: "What is he doing?"

______Segment 6: "Is the boy cutting paper?"

______Segment 7: "He is cutting _ _ _ _ _ _ _ _ _"

NOTES

"VERY GOOD JOB!"

VIEWER'S GUIDE

Name:________________________________ Date:__________________ TAPE NO. 301
SECTION B

SELECTIVE IGNORING DEMONSTRATION

Directions: Watch for incidences of slective ignoring on the TC's part. When you see such an instance make a mark (I) on your sheet of paper, the video tape will tell you if you are correct.

(The tape will pause for each separate segment.)

MARK - I -

________Segment 1:

________Segment 2:

________Segment 3:

________Segment 4:

________Segment 5:

________Segment 6:

(Shrill whistle from microphone indicates end of segment)

Write your responses:

Question 1: Many studies have demonstrated that frequently the maladaptive behavior of children is maintained by the fact that

Answer - On tape -

Question 2: A teacher can use this fact to decrease the frequency of inappropriate behaviors by

Answer - on tape -

Question 3: A teacher can also use this fact to increase the frequency of appropriate behaviors by

Answer - on tape -

Question 4: If you are going to ignore a behavior the watchword is

Answer - on tape -

"THAT'S ALL, FOLKS!"

VIEWER'S GUIDE

Name:______________________________ Date:____________________ TAPE NO. 301
SECTION C

VERBAL MEDIATION TRAINING

Note: Pay close attention to the four questions on tape!

Directions: See how these questions were used in the following video tape incident.

(The tape pauses after each segment.)

______Segment 1:

______Segment 2:

______Segment 3:

Directions: Think of your answers to these questions and then let us discuss them.

Question: Why did the mother ask her daughter to go to her room until she was ready to talk?

Notes:

Let's discuss this question - - - - - stop.

Question: How could you improve on the handling of this incident?

Notes:

Let's discuss this question - - - - - stop.

See if you can write down the four verbal mediation training questions.

1.

2.

3.

4.

"THAT'S ALL, FOLKS!"

VIEWER'S GUIDE

Name:________________________________ Date:________________ TAPE NO. 301
SECTION D

COMPETENCY MODEL DEMONSTRATION TAPE

The first five-minute segment is "Within Repertoire"
(A bell will sound at the end of 1st segment)

The second five-minute segment is "Under Repertoire"
(A bell will sound at the end of 2nd segment)

The third five-minute segment is "Within Repertoire"
(A bell will sound at the end of 3rd segment)

PART I

Directions:

1) Look at the record sheet (on following page) and follow along as the following directions are given on the tape.
2) Mark your predictions H - L - M
3) Count behaviors within repertoire.
4) Count behaviors under repertoire.
5) Count behaviors above repertoire.
6) Total up the number in each column (compare your count with the model)

PART II

Directions:

Put in writing your answers to the following questions:

Question 1: Why do you think the high, mid, and low totals of non-task behaviors fell where they did on Brian's tape?

Notes:

Behavior	Within Repertoire	Prediction	Under Repertoire	Prediction	Above Repertoire	Prediction
Facial Grimaces						
Hand Movements						
Head Shaking						
Playing w/P's hand						
Looking away						
Scooting Down in chair						
Kicking						
Saying 'Good Job!"						
TOTAL						

Discussion - - - - - stop
Rewrite or add to it.

Question 2: Explain the basic premises of the competency model in your own words.
Notes:

Discussion - - - - stop
Rewrite or add to it.

"THAT'S ALL, FOLKS!"

VIEWER'S GUIDE

Name: ______________________ Date: ________________ TAPE NO. 301
SECTION E

ARC DEMONSTRATION TAPE

Directions: Watch this tape and find the SDs, responses, and consequences which occur.

Segment 1:

Directions: View the tape again and find the following. Write it in the blank provided in the box.

SD #1

R #1

C #1

SD #2

R #2

C #2

Segment 2: What was the first SD given? See SD #1
What was the response (R) to that SD? See R #1
What was the consequence to that first response? See C #1
What SD followed that consequence? See SD #2
What response then followed that SD? See R #2
What consequence occurred after this 2nd response? See C #2

Answer this question by drawing a diagram.

Question: What is a 3-term contingency?

(Match your diagram to the one on the tape.)

Question: How many 3-term contingencies do we have here? (See boxed diagram)

Question: Related contingencies which follow each other consistently are called a _______________

"THAT'S ALL, FOLKS!"

VIEWER'S GUIDE

Name:________________________________ Date:________________ TAPE NO. 302
SECTION A

CURSIVE WRITING

Directions: After viewing the sequences, respond to the questions. (Make notes, if you wish.)

Segment 1

Notes:

Question 1 a) What academic programming principle was demonstrated in this session?

Question 1 b) What was the programming sequence?

Question 2: What skills other than handwriting were required in this session?

"THAT'S ALL, FOLKS!"

VIEWER'S GUIDE

Name:________________________________ Date:__________________ TAPE NO. 302
SECTION B

CREATIVE LANGUAGE ARTS SESSION

Directions: View the tape and respond appropriately when it is finished to the questions. (Make notes on the points you wish to remember)

Segment 1:

NOTES:

REVIEW QUESTION:

1. Review this tape and list the various ways in which the same information was presented and the various corresponding required responses.

2. Suggest alternative ways of presenting this type of information and alternatives for student responses.

"THAT'S ALL, FOLKS!"

VIEWER'S GUIDE

Name:______________________________ Date:____________________ TAPE NO. 302
SECTION C

DEMONSTRATION OF PEABODY LANGUAGE DEVELOPMENT KIT

Directions: Respond to the tape appropriately at the conclusion of the session. (Make any notes that you wish)

Segment 1: Categorization of the clothes

Notes:

Segment 2: Grouping of clothes for certain weather situations.

Notes:

Segment 3: Manual expression using a specific piece of clothing.

Question 1: The presentation stimuli were in a semi-abstract form, using pictures. What is another categorization session you could use beginning with concrete stimuli and moving to requiring an abstract response.

"THAT'S ALL, FOLKS!"

VIEWER'S GUIDE

Name:______________________________ Date:____________________ TAPE NO. 303
SECTION A

DEMONSTRATION OF MULTIPLICATION IN REMEDIAL TEACHING

Directions: View the tape (make notes, if you wish) and respond appropriately to the questions.

Segment 1

Notes:

Review Questions:

1. List different ways in which you could present this lesson in a more concrete manner.

2. When would you want to use a more concrete presentation of multiplication concepts?

"THAT'S ALL, FOLKS!"

VIEWER'S GUIDE

Name:______________________________ Date:__________________ TAPE NO. 303
SECTION B

SYSTEMATIC TEACHING

Directions: Observe the tape carefully and respond when requested. The first portion reveals positive responses to appropriate behavior. A bell will sound when the second portion begins, showing the teacher reciting in a negative manner to inappropriate behavior.

Segment 1: Arithmetic session with children doing seat-work while teacher circulates. Reinforcement is both verbal and physical.

Segment 2: Negative responses to inappropriate behaviors. Some seemingly appropriate behavior is ignored.

On a later tape, viewers will count the number of positive and negative teacher responses throughout the tape.

VIEWER'S GUIDE

Name:______________________________ Date:___________________ TAPE NO. 303
SECTION C

SYSTEMATIC TEACHING

Directions: The following tape will be divided into three segments:

1) positive teacher responses to appropriate behavior.
2) negative teacher response to inappropriate behavior.
3) positive teacher responses again.

Observe the teacher closely and count:

1) the number of positive and negative verbal comments in the first portion.
2) the number of positive and negative verbal comments in the second portion.
3) the number of positive and negative verbal comments in the third portion.
4) time each portion with a stopwatch or second hand on a clock.
5) record any subjective changes you see that occur in the children in different time blocks.

Segment 1

Time: ______________

Verbal Comments

Positive	Negative

Subjective changes:

Segment 2

Time: ______________

Verbal Comments

Positive	Negative

Subjective changes:

Segment 3

Time:____________

Verbal Comments

Positive	Negative

Subjective changes:

VIEWER'S GUIDE

Name:______________________________ Date:___________________ TAPE NO. 303
SECTION D

STEROTYPIC HAND MOVEMENTS

Directions: An accurate count is needed so please count complete hand movements. When both hands move at the same time, count as one movement. When a single-handed movement occurs count it as one movement. (The first seven novements will be counted for you.)

Count:

~~IIII~~ 11

VIEWER'S GUIDE

Name:______________________________ Date:_____________________ TAPE NO. 304
SECTION A

CHATTANOOGA CLASSROOM INTERVENTION

Directions: Make notes during your observation of this tape of anything that you will want to discuss afterward.

Segment 1: Initial Teacher Conference

Segment 2: (one of three) Baseline Classroom Observation Periods (Identification of Todd as the Target Child; he is wearing a plaid shirt and sitting on the floor.)

Segment 3: Intervention Planning Conference.

Segment 4: Intervention Classroom Observation No. 1
(Identification: Todd is in a dark shirt in the second seat.)

Segment 5: Intervention Classroom Observation No. 2
(Identification: Todd is wearing a plaid shirt.)

Segment 6: Intervention Classroom Observation No. 3
(Identification: Todd is wearing dark pants with sweater.)

APPENDIX C

MULTIPLE CHOICE AND ESSAY QUESTIONNAIRES

PRECISION TEACHING

by Frank Rousseau

1) Roger is an eight year old third grader in a regular classroom setting. His teacher complains that he has recently had a behavior problem. It seems that Roger has become the class "clown", frequently disturbing the class by making noises, and faces, getting out of his seat and dancing around when the teacher's back is turned, and playing pranks on other children. There are certain events surrounding these behaviors. Of the following events, which one do you think is the primary "pay off" for the behaviors.

a. He is able to release excess energy by engaging in the behaviors.

b. The teacher ignores most of the behaviors when they occur.

c. While engaging in the behavior, he is not doing his classwork.

d. The other children laugh at the behaviors.

2) Dale is in the fifth grade in a regular elementary school. His teacher complains that he is "hyperactive" and that his hyperactivity disturbs the other children. She noticed, however, that his hyperactivity occurs mostly during the math session. If you were asked to choose an event that is setting off Dale's hyperactive behavior, which of the following would you choose?

a. Dale must be getting bored with math class.

b. Hyperactivity is most likely a medical problem and is probably not controlled by classroom events.

c. Dale notices that it is getting close to time for the math period.

d. In the field of psychology and education, little is really known about hyperactivity in children, and thus no definite statements can be made about Dale's behavior.

3) Attempts to interpret the underlying causes of child behaviors are:

a. a useful method for programming relevant experiences for the child in the classroom setting.

b. varied; there may be as many different interpretations for the behavior as there are interpreters.

c. based upon sound objective research in the field of psychology and education.

d. useful for helping parents understand their child's problems.

4) Which of the following would be the most relevant time for giving elementary students feedback about their academic progress?

a. each day

b. at the end of each week

c. every six weeks

d. at the end of each semester

5) What combination of qualities must a behavior have before it can be counted accurately? Pick the best set of qualities listed below.

a. The teacher must hear the behavior occur and must see the behavior occur.

b. The child must consider the behavior important. The behavior must occur over a long period of time.

c. Must be observable; must have a specific start and stop; must be specifically described.

d. Must be observable; must occur during the same time period each day; must occur within the school setting.

6) In the following list of behavioral descriptions, which gives the greatest amount of information?

a. math problems worked in workbook.

b. one place addition problems worked correctly.

c. daydreaming during work sessions.

d. non-cooperation during reading group.

7) In the following list of behavioral descriptions, which gives the greatest amount of information?

a. aggressiveness on the playground.

b. number of one syllable words correctly read orally.

c. attending to classwork.

d. number of comprehension questions answered correctly.

8) It seems that teachers with favorable expectations of certain students will:

a. spend more time attempting to teach them.

b. teach them about the same as other students.

c. spend less time, because they expect them to know more.

d. spend probably not as much time but demand more of them.

9) Mrs. Goodteacher has had a problem keeping her fourth grade class interested and attending to academic tasks in the classroom. They seem to be getting tired and letting their attention drift away from the task at hand. Mrs. Goodteacher thinks that there could perhaps be a scheduling problem. She decided to try several different ways of ordering the daily activities to facilitate more on task behaviors and less attention drifting. Which of the following schedules would you choose to best serve this purpose?

a. math session
reading workbook session
phonics
spelling
lunch
recess
group discussion
music time
free reading
school is out

b. spelling
math
group discussion
lunch
recess
reading workbook session
phonics
music time
school is out

c. group discussion
free reading
music time
lunch
recess
math
phonics
spelling
reading workbook session
school is out

d. math session
free reading
spelling
lunch
phonics
recess
reading workbook session
music time
group discussion
school is out

ECOLOGICAL PLANNING

by Linda Odom

1) Larry is an only child. His family has just moved to Nashville and has entered Larry in the 1st grade at Jones Elementary School. He is one of the few children in his class who did not go to Kindergarten. During his 1st day at school, Larry is one of a small group of children that the teacher tries to play a game with. However, the game is disrupted by Larry's inability to "take turns" and his insistence on playing with those toys that catch his fancy. How would you explain Larry's behavior?

a. Larry has been spoiled by his parents and is a selfish child.

b. Larry has never learned to play by rules.

c. Larry is probably manifesting early signs of emotional disturbance.

d. Larry is probably manifesting characteristic signs of mental retardation.

2) Lynn is a second grader at Jones Elementary School. Her teacher reports that when she does her work it is almost always correct. However, Lynn seems to be spending increasing amounts of time doddling and daydreaming or talking to the other children. She is neglecting her work. This behavior suggests that:

a. Lynn is bored by her schoolwork.

b. Lynn is a lazy child.

c. Lynn is withdrawing into a world of fantasy.

d. Lynn's parents do not value achievement.

3) Jack is in the 3rd grade. He is supposed to be in the 4th grade, but he was held back because of academic failure. In the classroom Jack tends to keep to himself and usually has a rather sad expression on his face. What would you think Jack's relationship with his friends would be like outside of class?

a. Jack probably has no friends outside of class.

b. I don't know what Jack's peer relationships are like.

c. Jack is probably a leader outside of class.

d. Jack is probably a follower outside of class.

4) In a healthy classroom:

a. All of the children are working at approximately the same level of achievement.

b. Order is a focus of concern.

c. Alternative placements have been found for the "problem" children - their disruptive influence has been removed.

d. The children are working at many different tasks and levels of achievement.

5) Charles has just entered the second grade. He had no particular problems in the 1st grade. This year he seems to have lost interest in his schoolwork and to prefer to roam around the classroom disturbing the other children who generally ignore him. However, you are concerned that Charles is getting increasingly behind in his work. What would you try first if you were Charles' teacher?

a. Reprimanding him each time he got up out of his desk.

b. Try to match Charles' interest areas and needed schoolwork.

c. Refer him to the school social worker or school psychologist.

d. Finding "helpful" tasks that would keep him occupied.

6) Jimmy is 8 years old. In the summer he attends a residential camp for boys. The boys, however, go home on the weekends. Jimmy's counselor describes him as aggressive, lax about his personal appearance, and as someone who frequently engages in direct physical contests with the other boys. Jimmy goes to church every Sunday with his family. His Sunday School teacher describes him as quiet, very neat, and as "a very devoted little boy". How would you explain these different descriptions of Jimmy?

a. They are both accurate descriptions of his behavior.

b. Jimmy is "faking it" at church.

c. Jimmy is not happy at camp, but is trying to keep up with the other boys.

d. Jimmy is a changeable and very unpredictable child.

7) Fran White is 9 years old. Her mother has expressed concern to the teacher over Fran's immaturity. The teacher also feels that this is a problem. Mrs. White complains that Fran has no friends her own age and continues to be almost totally dependent on her mother. You go to the home to discuss this problem with Fran's mother. Fran is present. During the

conversation you take note of 3 things:

1) Mrs. White mentions several times how much she doesn't like to be in the house alone.

2) Fran complains that her mother won't let her ride the bus to school like the other kids do.

3) Fran goes out to ride her bicycle and her mother reminds her not to cross the street with it.

What would you conclude from this meeting?

a. Fran is even more immature than you had been led to believe.

b. Mrs. White's behavior is different than her "concern" would have led you to believe.

c. Mrs. White's situation is just as she described it.

d. Mrs. White needs to protect Fran because of her immaturity.

8) Ann is only 9, but she is old enough to understand that her father has a serious drinking problem. However, whenever she has tried to talk with her mother about this, she has gotten silence, a change of subject, or a suggestion that it is inappropriate for her to comment on her father's behavior. Ann is learning that:

a. Her father's drinking problem exists only in her imagination.

b. Her mother does not believe that her father has a drinking problem.

c. Her mother is trying to keep the truth from her.

d. It is an important family "rule" is, "don't acknowledge father's drinking problem".

9) Observing Johnny and his parents together for an hour on several different occasions, the same kinds of behaviors seem to occur. Johnny's mother and father often disagree. When this happens, Johnny usually interrupts the conversation with a very intellectual kind of comment. His parents forget their argument and turn their attention to Johnny. Both of his parents are very proud of his precociousness.

What's happening here?

a. Johnny's mother and father love Johnny, but they don't love each other.

b. Johnny is showing off for the observer.

c. Johnny is using his intellectual comments to stop conflicts.

d. Johnny is jealous of the attention that his parents give to each other.

10) Susie is the youngest of 4 children. Her closest sibling is 8 years older. Her mother did not want a 4th child. Susie was an "accident". At home, Susie has learned that she gets along best if she keeps to herself and makes no demands of her mother. Her mother conveys in many ways that she resents Susie, and sometimes even blows up at her. How would you predict Susie's relationship with her mother would influence her relationships with other adults?

a. It wouldn't influence her other relationships with adults.

b. Susie would probably compensate by being very outgoing in relationships with other adults.

c. Susie probably doesn't have any other relationships with adults.

d. Susie would probably act as though she expected other adults to dislike her.

11) While observing Johnny and his mother and father interact for an hour, you notice that there is very little eye-contact between them, that the messages they send each other tend to be vague, ambiguous, and indirect, and that the words of the messages they send and the tone of voice they use often don't seem to go together. (E.g. "Darling, you know how much Mama loves you," said in a cold, angry, or sarcastic tone of voice.)

During free times in the classroom, you would predict that:

a. Johnny would seem indifferent toward the people in the classroom.

b. Johnny would attempt to get other people's attention in inappropriate ways.

c. Either a or b might occur during free time in the classroom.

d. Johnny would enjoy talking with people who communicate more directly.

12) Which of these children is most mature:

a. Sally is a precocious child. She is very shy and prefers to be by herself and read or work quietly. She is at least one grade level ahead in all her subjects.

b. Curt is very well liked by his peers. He appears to have many qualities of a good leader. However, Curt seems to have a strong dislike for school. His academic deficits can be traced back to first-grade failures and now, in 3rd grade, he sees himself as "not very bright".

c. Stuart is not an outstanding student, but he enjoys learning. He is content to work at his own pace and to plan with the teacher so that he can follow his own interests. Stuart has a small group of close friends.

d. Mary is very bright. She does all the work that is assigned to her and usually gets it correct. In her extra time, however, she does not play with the other kids very much. She would prefer to do errands for or with the teacher. In general, Mary prefers the company of adults.

13) You are a resource teacher who has been newly assigned to a local elementary school. On your first meeting with Mrs. Brown, one of the first grade teachers, you smile warmly and say, "Hello, I'm so glad to meet you. I'll be working with you to help you deal with problem children." Mrs. Brown responds cooly. She does not seem enthusiastic.

How would you explain this behavior?

a. Your behavior offended Mrs. Brown.

b. Mrs. Brown is an unpleasant woman.

c. Mrs. Brown isn't very interested in her job.

d. Mrs. Brown is probably preoccupied with personal problems.

14) Mary is in the 3rd grade. The teacher complains that Mary will not do her work unless she "stands over her". Observing, you notice that the teacher walks over to Mary's desk whenever she catches Mary not attending to her work.

What's happening here?

a. Mary is creating a problem in the classroom.

b. Mary and the teacher are creating the problem together.

c. The teacher is creating a problem by not disciplining Mary.

d. The teacher's behavior is having no effect on Mary's behavior.

15) Johnny is absent frequently. When he does come to school, he seems moody and sometimes sleeps through a lesson. You (as a liaison teacher) are called in to consult with the teacher. What would you do?

a. Suggest that Johnny be reported to the attendance officer.

b. Arrange for Johnny to go to the health department for a checkup.

c. Visit the home and discuss the problem with Johnny's mother.

d. Suggest that the teacher tell Johnny that further absences will lead to suspension.

16) As a school consultant you are called in to consult with a classroom teacher about Sandra's rebellious behavior. Sandra had been seen by the school social worker for several months earlier in the year because of the

same problem. However, the objectionable behavior seemed to disappear and the meetings were terminated. Now the problem is more severe than before. What would you do first?

a. Set up a meeting between yourself, the teacher, and the school social worker.

b. Advise the teacher about how to control Sandra's behavior.

c. Look for an alternative placement for Sandra.

d. Call Sandra's parents and ask them to keep her at home until she calms down.

17) In Joe Wright's 1st year as a school social worker, he is hired by Jones Elementary School. The principal and the teachers all say that they are very happy to have Joe join them since they have a great many kids with problems. If you were Joe, what would you begin doing right away?

a. Setting up individual appointments with the children who have been identified as having problems.

b. Arranging for alternative placements for as many of the identified children as possible.

c. Contacting and getting acquainted with as many of the community resources as possible.

d. Arranging for the identified children to have thorough psychological testing.

18) You are called in to consult with the teacher and the school social worker about Susie. Susie is 7 years old. Her family is having financial difficulty and her mother has been forced to go to work, so Susie has been staying home alone every afternoon. She has grown increasingly depressed. What would you do?

a. Find out what interests Susie and try to get her involved in some community activity (e.g. brownies, art lessons, YWCA).

b. Arrange for Susie to stay with a relative in the afternoons.

c. Arrange for a babysitter to stay with Susie in the afternoons.

d. Encourage Susie's mother to stop working.

19) A liaison teacher often acts as a consultant to a classroom teacher. In such a situation you would begin by:

a. Presenting yourself as an expert who has come to help.

b. Presenting yourself as a person who wants to learn about the teacher's situation.

c. Presenting yourself as an influential person.

d. Presenting yourself as a counselor.

20) Jimmy is 7 years old and is having serious behavior problems at school. In order to plan ways of helping Jimmy, you need to obtain information from:

a. the classroom

b. the home

c. the home and the classroom

d. all of Jimmy's world

PROGRAM RELEVANT EVALUATION

by Beverly Lee

1. It is reported that Johnny is an auditory learner; that he process information quicker when it is presented orally. This information has relevance to

   a. Johnny's lack of sophistication in interpreting visual information

   b. the most efficient manner for presenting material to Johnny

   c. how Johnny likes to learn in a structured situation

   d. Johnny's need to spend more time with silent reading

2. The most relevant classroom programming information from Johnny's reported test behavior reactions is

   a. attention span - 12 minutes

   b. poor self-concept

   c. hyperactive and distractable

   d. good attitude toward examiner

3. The composite assessment of specific academic competencies leads to information concerning

   a. the child's achievement level in relation to his I.Q.

   b. where the child is placed according to grade placement

   c. why the child has or has not achieved certain academic skills

   d. what skills and information the child has and does not have

4. The primary purpose of gathering evaluative information is for

   a. research

   b. group placement

   c. academic planning

   d. deficit classification

5. The types of tests which are relevant to classroom programming include

    a. sensory acuity, academic diagnostic tests, achievement

    b. I.Q., self-concept, achievement, laterality

    c. achievement, motivation, anxiety, self-concept

    d. I.Q., perceptual-motor, achievement, social maturity

6. Relevant programming information relating to a child's learning style would be

    a. a perceptual quotient of 85 on the Frostig Developmental Test of Visual perception

    b. that he enjoys using his left hand but has learned to be right handed (Harris Test of Lateral Dominance.)

    c. the child performed correctly on all figure-ground and form constancy items

    d. auditory memory-repeats four digits correctly, confuses sounds in reading words containing more than three letters

7. Jimmy's performance on a diagnostic test gives information concerning

    a. Jimmy's grade level to insure appropriate placement

    b. why Jimmy performs academic tasks as he does

    c. specific academic skills Jimmy does and does not have

    d. what kind of auditory and visual perceptual problems Jimmy has

8. In a testing situation, when the child consistently quits working each time a subtle noise is heard; reporting this behavior for programming would include

    a. that this is a non-attending behavior and should be treated with a time out to decrease its occurrence

    b. academic work should be done in an individual room away from the auditorily distracting classroom

    c. auditorily distractable-attends to subtle sounds, recommend initial auditory isolation, perhaps using earphones with gradual phasing out

    d. the child should be flooded with auditory distractions to desensitize him to noises

9. It is reported that Mary was visually distractable during testing so programming suggestions might include

   a. in programming for Mary use the visual channel for information input to direct this sense toward task oriented attending

   b. teach Mary through the auditory channel and place her desk in front of the teacher's desk to avoid visual distraction.

   c. bombard Mary with visual stimuli so she is forced to sort out the significant information from the irrelevant visual stimulation, possibly paired with auditory distractors.

   d. Provide Mary with an "office" in the classroom so she will not have to respond to visual stimuli other than her task, gradually bring Mary back to regular desk

10. It is reported that Billy is hyperactive. This information should be followed by the following programming suggestion.

   a. Plan a perceptual-motor training program so Billy will learn to organize his movements efficiently with specific programming emphasis on trampoline exercises.

   b. Schedule assignments so Billy is moving in a task-oriented manner and gradually increase the time segments of work to be completed at his desk.

   c. Equip Billy's desk chair with a seatbelt so the constraint will remind him to sit still and use a timer to monitor time spent at work.

   d. Have a medication prescribed for Billy so time will not be wasted on dealing with hyperactivity and he can concentrate on learning.

11. An evaluation reporting that a child has poor visual sequential memory would be academically relevant with the following additional information.

   a. The child's poor visual sequential memory would be apparent in reading, spelling, writing following written directions, and copying information written on the chalkboard.

   b. The child should be taught primarily through the auditory channel, avoiding visual stimuli, since visual stimuli are problematic for this child.

   c. Additional information relating to poor visual sequential memory is not helpful as it does not concern how the child learns or information he does and does not have.

   d. The child can remember for reading, writing and spelling three letter words, so three and four letter words should be taught auditorily as well as visually.

12. Remediation of academic skills involves identification of specific academic skill deficits and

    a. devising curricula appropriate for those critical deficits or learning gaps.

    b. returning to the grade level materials appropriate to the child's current functioning.

    c. developmental retention, or maintaining the child's grade placement depending upon skill acquisition rate.

    d. consideration of I.Q. and M.A. to find materials pertinent to child's cognitive ability level.

13. In teaching a specific academic skill, learning is reinforced through

    a. receiving a grade A or B or perhaps by placing the children on a token or point system.

    b. individual rewards, depending upon what consistently maintains the child's behavior over a specified period of time.

    c. providing enjoyable opportunities to use the skill such as using measurement skills to build a bird house.

    d. administration of an achievement test which measures the actual achievement gained and share this information with the child.

GROUP PROCESS

by Emma Jean Hogan

1) David has been in Mr. Martin's fourth grade class for six weeks and is making below average or failing grades. David's school history identifies him as an exceptional student with perfect grades, a superior I.Q., a positive attitude, as well as being physically attractive, healthy, and popular among peers and teachers. Although David's father died when David was three, he appears to be very happy living with his mother and grandmother. David does not appear to be concerned about his grades. He always has an excuse for not accepting Mr. Martin's offers to tutor him after school and refuses to use supplementary remedial materials. He refers to the remedial materials as "baby stuff" and never asks for individual help in class. When other students offer to help him or question him about his grades David's responses are nonchalent. He shrugs his shoulders or says, "Aw, only 'sissies' or girls make good grades." David's mother is quite concerned and has expressed her willingness to cooperate with Mr. Martin to help David to improve.

Which of these choices seems most relevant to solving David's problem?

a. David probably has a learning disability, an emotional problem, or a health problem and should be referred for a thorough evaluation.

b. David is probably over-whelmed by having to relate to an adult male authority figure and should be referred to a male counselor.

c. Mr. Martin does not have enough information about David to define his problem. He and David's mother should plan more observation.

d. David's I.Q. is so high that the regular curriculum is boring him. He is not motivated or challenged by fourth grade materials.

2) When Mrs. Adams returned to her fourth grade classroom after a 15 minute break, most of the students were either running around the room or making loud noise. As soon as the class saw her, they quickly sat down, became very quiet, and looked at her. Mrs. Adams told them that she was surprised and disappointed about their behavior and asked if they could have a discussion about the problem. Immediately, Melissa, one of the brightest students, raised her hand. She looked directly at the teacher and said, "Mrs. Adams, I'm really sorry that I was so bad. When Johnny and Bart made funny faces and said they were imitating you, I started laughing so hard that I finally had to get out of my seat and get some water to help me calm down. I'm sorry that I couldn't be trusted to be good while you were trying to take a break." None of the other students volunteered to say anything. Melissa was looking around the room to see if anyone else had raised his hand. Mrs. Adams asked if anyone else wanted to discuss the

problem. Finally, after she received no other responses, Mrs. Adams thanked Melissa for her honesty and told her that she would be the classroom monitor during Mrs. Adams' future rest periods. Then she told the rest of the class that she knew that sometimes people get excited and forget to do what's expected while she is away. However, if Melissa is the only one whom she can trust to be honest, then she would have to rely on Melissa to tell her what they are doing when she is absent. Many of the children frowned or glared at Melissa but no one said a word. Finally, Mrs. Adams instructed them to get out their math books for a math lesson.

What happened here?

a. The children were too afraid of being punished to talk about their behavior.

b. Mrs. Adams has inadvertently rewarded Melissa for tattling on two other students.

c. Mrs. Adams is attempting to change behavior by rewarding good behavior and ignoring bad behavior.

d. Melissa is the only student in the class who is not afraid of Johnny and Bart.

3) Mark is from a very poor family. His appearance and mannerisms are different from those of the other students in his sixth grade class. Mark does not do as well academically as his peers and never has spending money to buy things from the school store. Generally, Mark isolates himself from the other children during social activities and rarely participates in class discussions. When the class began a unit on family life they started having discussions about the different family backgrounds that they had. Mark described his family and style of living to the class. The other students asked him lots of questions and expressed particular interest in Mark. He began to talk frankly and descriptively about how different his homelife was from theirs. The other students and the teacher praised Mark for his honesty and for "making the best of a bad situation." After that day the class has been having frequent discussions about their home experiences. Mark is always quick to tell the others how lucky they are to go places with their families. The other students have started bringing Mark things from their homes and sharing their spending money or extra school supplies with him. Whenever the class needs to select a leader or someone to do something special, Mark is the unanimous choice. They are helping him to make better grades by tutoring him and praising his achievements. He has become an active, important classmember. The teacher even lets Mark stay after school long enough to do his homework, so that he won't have to take his books or supplies home where someone in his family might destroy them.

What's happening here?

a. These children are having an experiential opportunity to learn awareness of cultural differences, appreciation and acceptances of sharing things with each other.

b. Experiencing acceptance and respect from other people is helping Mark to develop a positive self-concept and constructive coping skills to lead to his development into a successful, productive adult.

c. Without the teacher or the other students realizing what is happening, Mark is learning many effective ways of using his poor family situation to regulate their responses to him.

d. Mark probably never receives positive attention from his parents, because most poor parents do not have enough education or interest in their children to praise them for school achievements.

4) Bobby, a ten year old, is physically smaller than his fifth grade peers. He appears to be very shy and rarely speaks during group activities. He performs academically on a much lower level than his peers. He speaks very softly and often responds to direct questions with physical gestures, such as a shrug or a nod. The other students like Bobby and are interested in helping him. Often they tutor him in academics and do not expect him to do the same things they do. They interpret his physical gestures to the teacher and listen carefully when he speaks so that Bobby won't have to repeat things to them.

Bobby's classmates are:

a. demonstrating densitivity to his problems and helping him to improve.

b. without intending to do so, maintaining his problem behaviors.

c. giving him peer acceptance and support to improve his self-concept.

d. teaching him to trust people enough to request their help.

5) Bobby probably:

a. has an extremely poor self-concept.

b. is always "babied" by his parents.

c. does not need to behave any differently.

d. needs for him to be referred for an evaluation.

6) During class discussions Johnny always is an active participant and usually stands out as the group leader. Whenever the teacher is not looking at him, Johnny makes facial gestures at other students which cause them to smile or to lose interest in the discussion. Johnny is an above average student and is stronger physically than his peers. Whenever the teacher looks at Johnny, he appears to be very attentive to the discussion. She praises Johnny for being so attentive and calls on him more frequently than the

students who are not paying attention.

What's happening here?

a. Johnny is learning to regulate the way that other people will react to him.

b. Johnny is brighter than the other students and misbehaves because he is bored with the discussions.

c. Johnny's self-concept is poor. He has not learned other ways to get peer approval.

d. The teacher is probably purposely ignoring Johnny's inappropriate behaviors and praising his appropriate ones.

7) Whenever Mary's class has discussions about individual behavioral goals, Mary volunteers quickly to evaluate her goals first. She never seems to feel that she has been successful. She expresses much pleasure when her fellow students point out to her times when they feel that she has achieved her goals. It always seems to make Mary especially happy when her peers support her like that. Mary is always ready to state things that she does that she would like to change or improve on. The other students praise her for her readiness to admit her faults, and they work very hard to help Mary achieve success.

Mary probably:

a. Has such a poor self-concept that she is unable to think positively about herself.

b. Receives mostly negative criticism from her family or someone else who is important to her.

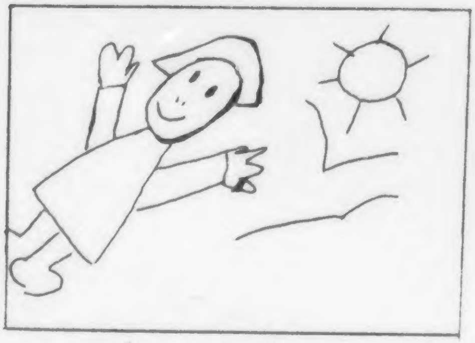
c. Is garnering positive support for herself and avoiding the possibility of receiving negative feedback from others.

d. Has been taught that it is better for a person to be honest about her faults.

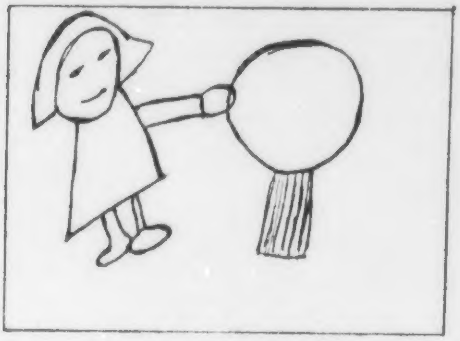
ARTS AND CRAFTS

by Bill Garrison

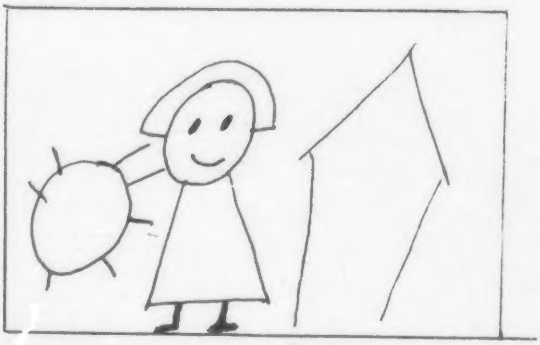
1. The following pictures are examples of children's art in the first grade. In your opinion which one of the children's pictures would seem to indicate the most readiness to read?



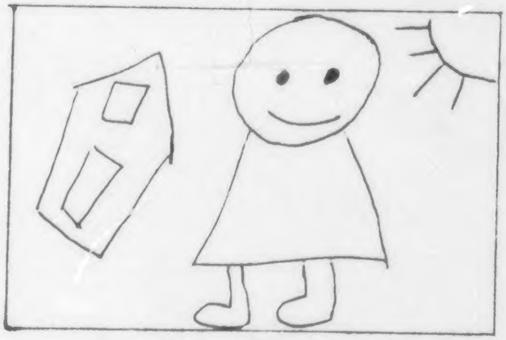
Child A.



Child B.

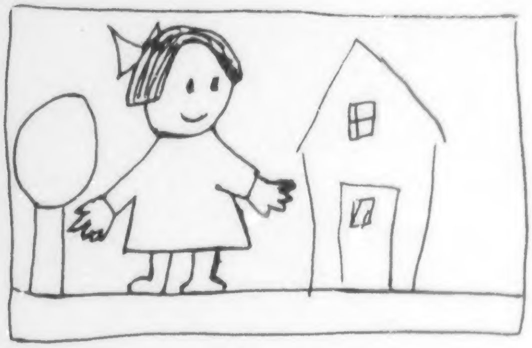


Child C

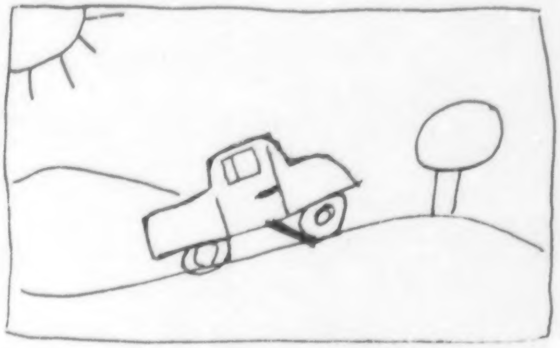


Child D.

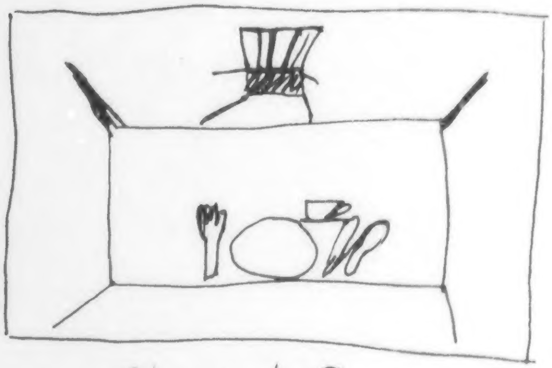
2. A spatial organization indicating slow development in the latter part of the third grade would be typified by which child's picture?



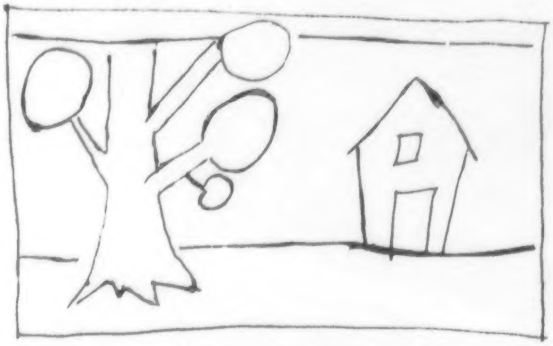
Child A



Child B.

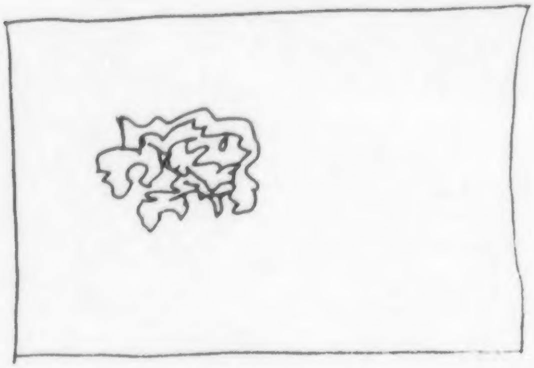


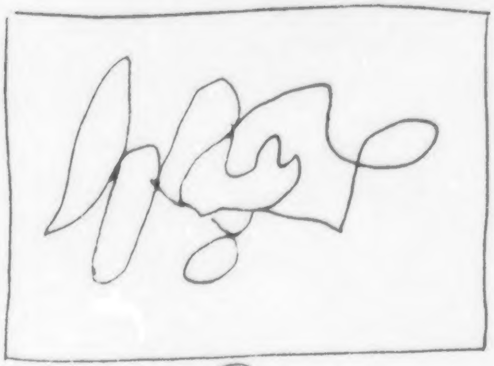
Child C

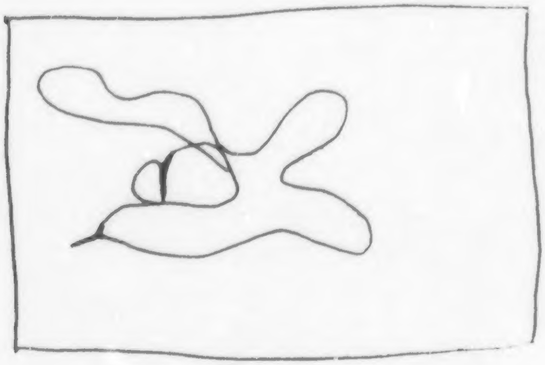


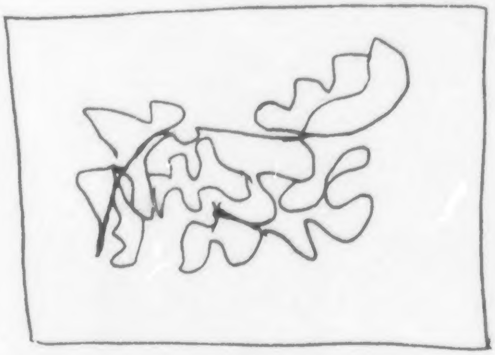
Child D.

3. Kathy is a second grader. She does not like art. She writes very slowly. Below are examples of second graders in a scribble art lesson. In all likelihood which scribble drawing is Kathy's? The paper size is 18" x 24".


A


B


C


D

4. Mrs. Jones, a second grade teacher, wants to teach concepts of height, width, and depth. A good medium for this [illegible]son would be:

   a. pencil and paper

   b. oil base clay

   c. colored chalk and construction paper

   d. pulp paper mache

5. Miss Smith, a first grade teacher, observed her pupils writing at the board. A number of them started writing directly in front of their face, wrote a number of words and moved to the point where they wrote the last word and repeated the behavior over and over. It seemed to Miss Smith that the children should learn to start on one side of their body and write continuous crossing over to the other side of their body. In programming to teach this ability, she decided to support her teaching with an experience in art. The lesson centered around:

   a. cut and paste paper

   b. mural painting

   c. tempera over crayon

   d. scribble drawing

6. Concepts of over and under can most readily be taught using:

   a. oil base clay and weaving

   b. crayon and tempera over crayon

   c. paper mache and crayon

   d. scribbling and tempera over crayon

EVALUATION QUESTIONS

Instructions: The following situations are designed to determine what you would do faced with these various problem situations. Please answer them, in order, numbering your response with the number given to the left of the situation. Please do not mark on the questions.

EVALUATION QUESTIONS

1. Jimmy is eight years old. In the summer he attends a residential camp for boys. The boys, however, go home on the weekends. Jimmy's counselor describes him as aggressive, lax about his personal appearance, and as someone who frequently engages in direct physical contests with the other boys. Jimmy goes to church every Sunday with his family. His Sunday School teacher describes him as quiet, very neat, and as "a very devoted little boy." How would you explain these different descriptions of Jimmy?

2. The film Warrendale is a documentary about a Canadian school for emotionally disturbed children. Throughout the film, the children are shown emitting a great deal of violent behavior. The staff members typically respond to this behavior by wrestling with the child until they secure him in a position of restraint. This process was referred to as "holding" and appeared to be an expected part of the daily activities. In sharp contrast to this, there was one scene in which the children were taken to the funeral of their beloved housekeeper. Throughout the process of walking to the cemetery, attending the service, and returning to the residential setting, the children were all quiet, orderly, and reflective. How would you explain the differences between their behavior on a typical day and their behavior on the day of the funeral?

3. Larry is an only child. His family has just moved to Nashville and has entered Larry in the first grade at Jones Elementary School. He is one of the few children in the class who did not go to kindergarten. During his first day at school, Larry is one of a small group of children that the teacher tries to play a game with. However, the game is disrupted by Larry's inability to "take turns" and his insistence on playing with those toys that catch his fancy. How would you explain Larry's behavior? What predictions can you make about Larry's behavior in future situations on the basis of this information?

4. Jack is in the third grade. He is supposed to be in the fourth grade, but he was held back because of academic failure. In the classroom Jack tends to keep to himself and usually has a rather sad expression on his face. What would you think Jack's relationships with his friends would be like outside of class?

5. Lynn is a second grader at Jones Elementary School. Her teacher reports that when she does her work, it is almost always correct. However, Lynn seems to be spending increasing amounts of time doodling and day-dreaming or talking to the other children. She is neglecting her work. What initial hypotheses would you make about Lynn's behavior?

6. In a productive classroom, would you expect the children to be working at approximately the same level of achievement in any given subject area? Explain your answer.

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7 Mary is in the third grade. At her elementary school, all of the third graders are expecting to take swimming lessons in the spring as a part of their physical education program. Mary, however, is not an athletic child and has never learned to swim. Her mother is a rather nervous woman and has reinforced Mary's reluctance to join in water sports. Now Mary is in a difficult situation. Her physical education teacher refuses to make a special case of Mary and expects her to "jump right in" and follow along at the pace of the other girls. Mary is becoming increasingly agitated and seems to be developing an aversion to going to school. How would you explain the situation that is developing here? What form of intervention would you recommend?

8. Fran White is nine years old. Her mother has expressed concern to the teacher over Fran's immaturity. The teacher also feels that this is a problem. Mrs. White complains that Fran has no friends her own age and continues to be almost totally dependent on her mother. You go to the home to discuss this problem with Fran's mother. Fran is present. During the conversation you take note of three things:

1) Mrs. White mentions several times how much she doesn't like to be in the house alone.

2) Fran complains that her mother won't let her ride the bus to school like the other kids do.

3) Fran goes out to ride her bicycle and her mother reminds her not to cross the street with it.

What would you conclude about the White family from this meeting?

9. Ann is only nine, but she is old enough to understand that her father has a serious drinking problem. However, whenever she has tried to talk with her mother about this, she has gotten silence, a change of subject, or a suggestion that it is inappropriate for her to comment on her father's behavior. How would you explain these interactions between Ann and her mother?

10. Observing Johnny and his parents together for an hour on several different occasions, the same kinds of behaviors seem to occur. Johnny's mother and father often disagree. When this happens, Johnny usually interrupts the conversation with a very intellectual kind of comment. His parents forget their argument and turn their attention to Johnny. Both of his parents are very proud of his precocicusness. What's happening here?

11. Susie is the youngest of four children. She is seven years old. Her closest sibling is eight years older. Her mother did not want a fourth child. Susie was an "accident". At home, Susie has learned that she gets along best if she keeps to herself and makes no demands of her mother. Her mother conveys in many ways that she resents Susie and sometimes even blows up at her.

While observing Susie and her mother and father interact for an hour you notice that there is very little eye-contact between them, and that the messages they send each other tend to be vague, ambiguous, and indirect. You also notice that the words of the messages they send and the tone of voice they use often dont't seem to go together. (e.g., "Darling, you know how much Mama loves you," said in a cold, angry, or sarcastic tone of voice.)

On the basis of this information, what hypotheses could you make about Susie's perception of herself and about her interaction with people outside of the family? On what do you base these hypotheses?

12. Mary King has been a third grade teacher at Ellsworth Elementary School for four years. This past year she worked a great deal with an experimental mental health consulting team who worked only with the teachers of the first three grades. She was the only teacher at Ellsworth who became very committed to learning new and more productive ways of dealing with her students. Through the consultants she learned about a two-week summer workshop on creating productive learning situations. She attended the workshop and returned to school in the fall eager to try many of the things she learned. Three months into the new school year, however, Mary finds herself increasingly depressed and uneasy in her job. Her relationship with her principal has become strained and she feels increasingly alienated from her fellow teachers. She feels more discouraged about her teaching now than she did before she attended the workshop. Why do you suppose this sequence of events has resulted in Mary's discomfort? What forces are operative in this situation?

13. As briefly as possible, trace the development of the mental health field from the traditional approach of treating the troubled child to the emerging approach of concern with comprehensive service delivery systems. Show this as a logical progression through sequential stages. Explain the focus of each stage, the implications for intervention, and what was learned that led to the new focus of the next stage.

14. You are a resource teacher who has been newly assigned to a local elementary school. On your first meeting with Mrs. Brown, one of the first grade teachers, you smile warmly and say, "Hello, I'm so glad to meet you. I'll be working with you to help you deal with problem children." Mrs. Brown responds cooly. She does not seem enthusiastic. How would you explain this interaction? What might you have said to Mrs. Brown instead and why?

15. In Joe Wright's first year as a mental health consultant, he is associated with Jones Elementary School. The principal and the teachers all say that they are very happy to have Joe join them since they have a great many kids with problems. If you were Joe, what issues would you need to be aware of and to act on as a newcomer to the system?

16. You as a consultant, are constantly confronted with the need to create a productive learning situation. List some assumptions about the learning process that you would need to keep in mind.

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17. Jimmy is seven years old and is having serious behavior problems at school. In order to plan ways of helping Jimmy, what kinds of information do you need? What data-gathering steps would you need to go through prior to any planning?

18. Jimmy is having difficulties meeting the expectations in all subject areas. His teacher reports him to be a bright child with only minor behavior problems. She has specified the skills he is expected to have. What additional information does she need before initiating Jimmy's academic program?

19. Johnny is in the third grade and his teacher reports that he is reading at a first grade level. She says his major difficulty seems to be lack of word attack skills which is also evident in his performance on the diagnostic reading test. Johnny's teacher has specified skills that Johnny needs to be reading on a third grade level. She also has specific information concerning his present reading skills. What is the next programming step in preparing an individualized reading program for Johnny?

20. Sara is having difficulty with two-digit subtraction involving regrouping. Sara's teacher is devising a diagnostic test to find out what skills requisite to two-digit subtraction with regrouping Sara has and does not have. What skill sampling should be included in this test?

21. Mary is not yet able to remember her number facts. This is not yet a serious problem but may become one as she has not progressed with the other children in learning the facts. She has demonstrated an adequate development of the concepts of one-to-one correspondence and the union of sets. What programming principle and techniques could be used to aid Mary in remembering the number facts?

22. Chuck has been using concrete objects in his arithmetic exercises on the commutative property in addition. He has become proficient in performing the necessary computations with this aid. What would be the next programming phase?

23. Mrs. McNab conducts her reading comprehension exercises with each reading group after they have read the story. She uses the format of asking questions and calling on children for the answers so all children are exposed to the questions and answers. Suggest another format and give the rationale for your suggestion.

24. Mr. Jackson's class has arithmetic computation exercises daily. This seems to help them continue to remember the facts. Mr. Jackson is always behind in grading the daily exercises and the routine seems to be boring to the children. How could Mr. Jackson continue with the exercises without boring the children and continue to get the information he needs concerning the children's performance?

25. James can explain the concept of fractions and can add and subtract simple fractions. How can James' teacher be sure he has learned how to handle fractions and is not merely re-verbalizing the concept and performing mechanically the computations?

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26. The first grade arithmetic book has a chapter on measurement. The children are to learn about cups, pints and quarts. Bobby's performance on the evaluation indicates that he did not learn these measurements from the presentations made to the entire class. What programming technique can be used at this point in an attempt to teach these measurements to Bobby?

27. Susie skips words in her reading and most of her errors in arithmetic are due to her not including all of the numerals presented in a sequence. Susie's parents have had her eyes examined and she has no visual acuity problems. What programming techniques and supplementary materials can Susie's teacher use to help her with this problem?

28. The children in Miss Allen's class are to study communication. How could Miss Allen initiate the unit to interest the children in learning about this subject?

29. The children in Mrs. Taylor's room say they want to study pollution and conservation. Mrs. Taylor has organized a trash collecting project for the children but she is supposed to be presenting a science unit on electricity this six weeks. How can she respond to the children's interests and meet the curriculum guide expectations for this six weeks?

30. You are choosing materials to be used in the second grade curriculum for the coming year. What general characteristics do you consider when choosing materials for the majority of second graders.

31. Curriculum materials have various methods for presenting information. What various stimulus characteristics, or sensory modalities involved in presentations, should materials for first graders have?

32. The second grade curriculum is to be revised and you are on the curriculum committee. The teachers have as a major concern the types of responses required by pupils involved in a learning situation. What are the various types of responses materials should elicit from the second grade student?

33. Johnny does not perform well on the written assignments for spelling, handwriting, reading comprehension and social studies. The responses that he completes are almost always correct but he is so slow in writing responses and finds other things to do when he is supposed to be performing the tasks. What suggestions concerning materials for Johnny would you make to Miss Carter?

34. Miss Jones has asked for suggestions as to how she can vary the way in which she presents information to children. Currently she uses visual presentations and lectures. What choices in presenting information to children would you suggest to Miss Jones?

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35. The class spelling lesson follows the format of the text, the teacher reads the words then the class reads the words. Then the students write each word five times and fill in the blanks in the story. Mary succeeds in all of the preliminary spelling exercises but consistently fails the test. What would be some alternative for Mary's teacher in teaching her spelling?

36. The class spelling lesson follows the format of the text, the teacher reads the words then the class reads the words. Then the students write each word five times and fill in the blanks in the story. Mary succeeds in all of the preliminary spelling exercises but consistently fails the test. What would be some alternative for Mary's teacher in teaching her spelling?

37. Roger is an eight year old third grader in a regular classroom setting. His teacher complains that he has recently had a behavior problem. It seems that Roger has become the class "clown", frequently disturbing the class by making noises, faces, getting out of his seat, dancing around when the teacher's back is turned, and playing pranks on the other children. What events in the classroom do you feel are likely to be responsible for reinforcing or maintaining these behaviors?

38. Dale is in the fifth grade at a regular elementary school. His teacher complains that he is "hyperactive" and that his hyperactivity disturbs the other children. She noticed, however, that his hyperactivity occurs mostly during the math session. What would you say is the event that is setting off Dale's hyperactive behavior?

39. What do you think is the most relevant time (after a lesson, after the day, etc.) for giving elementary students feedback about their academic progress?

40. What combination of qualities must a behavior have before it can be counted accurately? In other words, how should the specific behavior be defined?

41. If a teacher has favorable expectations of a student, what is the likelihood that the student will do well both behaviorally and academically in that teacher's class?

42. If a teacher has unfavorable expectations of a student, what is the likelihood of that student doing well both academically and behaviorally in that teacher's class?

43. Mrs. Goodteacher has had a problem keeping her fourth grade class interested and attending to academic tasks in the classroom. The students seem to be getting tired and letting their attention drift away from the task at hand. Mrs. Goodteacher thinks that there could perhaps be a scheduling problem. How would you go about sequencing the following activities in a way that would facilitate more on task behaviors and less attention drifting: math session, reading workbook session, phonics, spelling, lunch, recess, group discussion, music time, free reading, school is out.

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44. Do you think a classroom teacher would be better off to "call students down" when they misbehave or better off to ignore them?

45. If one particular student exhibited several disturbing behaviors in the classroom, should the teacher try to deal with all of them individually? If not, how should she go about dealing with them?

46. If a parent came to a teacher and described a behavior problem, for example, staying up after bedtime, what kind of advice should the teacher give the parent?

47. There has been an emphasis, particularly in special education, on the use of monitoring systems. Please describe your concept of a monitoring system.

48. Do you see attempts to interpret the "underlying" or "intrapsychic" causes of a child's behavior as relevant to planning learning experiences and if so, why or to what extent?

49. If you were given only a child's IQ score, do you think you could plan an educational program for him? If so, how would the IQ score help you do this?

50. In teaching a child reading, what activity would you use to increase his sight word vocabulary? Think of one that would be available to any teacher, even one with limited materials.

51. Roger's academic interest are more in the area of general science than in spelling. Consequently, his teacher reports that he disturbs the class during the spelling lesson but participates enthusiastically during the science lesson. What would be one strategy his teacher could employ to remedy this problem?

52. What would you say determines largely whether or not a behavior will occur again at a higher rate?

53. What would be an effective means of motivating elementary school children to perform at their best when doing classwork?

54. Roger is trying to create a disturbance in the classroom by kicking the child's chair in front of him. Most of the other children in the class are not paying much attention to him. How could the teacher best handle this situation.

55. Teresa has a difficult time working on a task for a reasonable period of time (20 minutes). She will usually start out all right but after two or three minutes, she will leave her seat or shuffle around. How could her teacher go about increasing her time spent on task?

56. Terry usually sits in the back of the room. His teacher has noticed that he continuously asks for things to be repeated. What is one of the first things she should do?

57. A child you have been tutoring in arithmetic is accomplishing no more under your tutelage so far than he has in his first two school years. He cannot yet associate the numeral names to numbers of objects past three. What is your interpretation of this problem?

58. The behavior change program you and Billy's parents devised to decrease his uncooperative behavior and increase his cooperative behavior at school and at home has been in effect for almost two months now. His uncooperative behavior is still consistently occurring at a rate close to its rate before you started the program. What is your interpretation of this problem?

59. Sally has told you she makes good grades on tests only when she wears a certain bracelet, regardless of whether she has studied or not. How do you think she has been taught to believe this?

60. Barry has been a disruptive influence in your room all year so far. You have tried to ignore a lot of his petty, disturbing behaviors but his classmates usually pay attention to them. Right now he is tapping his pencil noisily and has been doing so for at least 15 seconds, but the class is still working quietly without anyone attending obviously to Barry. You suspect he will keep on tapping for at least 45 seconds before he is likely to stop, and you are afraid soon Jimmy will be the first one to tell him to stop it and then others will follow suit. What will you do?

61. So far one class that comes to your art room has never walked in quietly, sat down, and waited for their assignment as you would like them to do. Instead, it usually takes a good 15 minutes before you can get everyone seated and working. How might you change the situation so that coming to the art room leads to more immediate productive behavior?

62. Describe a basic format for behavior change, giving the basic questions which are crucial to behavioral programming regardless of its specific method of implementation.

63. Allen and his mother are in a vicious cycle in which his mother hounds him about his failure to help around the house and Allen responds by doing even less, almost as if it were a matter of principle not to give in and do as she desires. How might one get out of this destructive situation?

64. What are the basic areas of knowledge crucial for a teacher to have?

65. How can you tell a teacher's reaction to a behavior is "the right thing to do"?

66. Jimmy is a new acquisition to your third grade class, already over-crowded as it is. The principal is confident that you can handle Jimmy's problem because you have successfully dealt with other children like him. The psychological report describes Jimmy as "minimally brain damaged, and who, though there are no definite neurological signs of brain injury, evidences behavioral characteristics indicative

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of brain pathology." The psychologist goes on to list some of these indicators: hyperactivity, distractibility, given to sudden emotional outbursts such as temper tantrums. You note over a period of time that Jimmy recognizes several, large, long words but has no consistent approach to any of the common words you expect your third graders to know. In addition, his spelling is poor. Although he can usually get the first two letters of the word correct, the remainder of the words is either unintelligible (poor handwriting) or clearly incorrect. About half-way through most spelling tests he gives up trying and begins creating a disturbance, completely disrupting his section of the room. The only time he will work is when the teacher is standing by his desk or just before recess. You find that he does like to draw and color pictures of airplanes and would do this all the time if you would allow it. He also enjoys puzzles and other games. In a conference with his mother you discover that he greatly enjoys TV and fishing trips with his father on week-ends. He saves his allowance carefully because he wants to buy a new shotgun for duck hunting this winter. Unfortunately his ability to count money does not seem to carry over into his arithmetic where his main problem seems to be carelessness rather than clear-cut lack of understanding of the principles involved.

What behaviors are you going to work on first and what will your goals be for them?

Each day just before dismissal Miss Pedant's class has a thirty minute discussion of the day's activities. Miss Pedant would like for her students to use that time more efficiently to work on eliminating problem behaviors of individual students. Miss Pedant feels that some of her students are already aware of their own problem behaviors, but most of the class members are not. Tom and Elizabeth are the two students who are most adept at evaluating their own behaviors.

67. Do you feel that individual problem behaviors can be eliminated in a general class discussion? Define a rationale for your response.

68. Identify some skills which Miss Pedant would need to teach the students in order for them to utilize the discussions successfully.

69. Miss Pedant wants to demonstrate the skills to her students by using a problem behavior of her own as an example. The behavior that she plans to discuss with them is her habit of never getting all of their papers graded for them until after she had promised to do it. If you were Miss Pedant, how would you utilize this personal behavior to demonstrate problem solving skills to your class?

70. How would you motivate a class to work on eliminating problem behaviors?

71. Miss Pedant wants her students to be able to use their problem behavior solving skills at home also. How could she help them to do so?

72. What type of role or roles would Tom and Elizabeth be most likely to play in the problem behavior discussions?

73. Suggest a way that you would structure or program the daily discussions that would build in an opportunity for each child to assume a leadership role at some point during the session.

74. Since Miss Pedant's class is just beginning to initiate a problem solution oriented process, they will experience some developmental stages of group activity success. Predict some stages that you would hope the group would go through in its development.

Mrs. Wilson's third grade class play a multiplication facts game during math class. Mrs. Wilson gave instructions for Billy and George to be team captains because they are the best math students in the class. During the process of the two captains choosing other members of the class to be on their teams, Billy and George asked Mrs. Wilson if they could each choose one of their team members to be score keepers. Mrs. Wilson said that they were the leaders and could do whatever they wished. Both George and Billy appointed one of their team members to be score keepers instead of players. The two score keepers were the students who were least proficient in multiplication facts. After the game ended and Billy's team had won George's team told Mrs. Wilson that Billy had cheated. They said that Billy had chosen Mary to be his team's score keeper so that Billy wouldn't have anybody "bad in math" on his team.

75. Identify occurrences in the "Math Game" description which "set the stage" for the conflict which resulted.

76. Suggest an alternative way that Mrs. Wilson's class could play a "Math Game" that would minimize the possibility of creating a problem situation.

77. If you were Mrs. Wilson, how would you go about helping the class to resolve the conflict?

78. Mrs. Wilson is interested in making sure that her class understands how the conflict occurred. How could she best help them to obtain that information?

Every day after lunch Mrs. Caldwell's third grade class has a thirty minute informal discussion about topics of general interest to them. Frequently, the discussions are about either school activities or current news events. The children often bring newspaper or magazine clippings to school to use as topics of general interest to them. Frequently, the discussions are about either school activities or current news events. The children often bring newspaper or magazine clippings to school to use as topics for the class discussions. Mrs. Caldwell is pleased

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that the class utilizes the discussion period. She has noticed though that only about a third of her class consistently participated actively in the discussions. The other children either sit quietly and listen, or else they are "doodling" or looking out of the windows.

79. Speculate about what you think is happening to cause only a third of the class to be involved in the discussions.

80. Suggest a viable format that Mrs. Caldwell could employ to insure total class participation in these discussions.

81. Identify some general categories of additional information about the class that you would obtain in order to help Mrs. Caldwell to increase the rate of participation in the discussions.

Miss Scott's second grade class played a game of softball. The two teams were excited because the score was tied. Then Sam broke the tied score and helped his team to win the game by making a home run in the last five minutes of the game. Linda, who was pitching for the losing team almost caught the ball that Sam hit. She was upset that she had missed the ball, because she usually was an excellent catcher. Bill, the captain of Linda's team, was mad because his team had lost. Sam and Bill are good friends and are equally adept at playing softball. Bill had also tried to catch the ball that Sam had hit it into the field. As the children were lining up to return to their classroom Sam told Linda that she had been a good pitcher. Bill said that Linda had caused his team to lose the game. Sam laughed and said, "That's why I think she's a good pitcher."

82. Characterize the types of roles typical to groups of children that you would assign to Sam, Billy, and Linda.

83. The next scheduled activity is a social studies class. Linda is an excellent social studies student. Sam and Billy are not at all proficient in social studies. Miss Scott has planned a social studies game in which two teams will compete. Speculate about the delineation of roles for Linda, Sam, and Billy during that activity. Predict behaviors that are likely to occur.

84. Suggest a plan that Miss Scott could use before the social studies game to prevent additional negative interaction between Linda, Sam, and Billy.

85. Suggest some modifications in planning for group activities that you would make if you were teaching that group.

Each of the third grade classes at Sunny Valley Elementary School have been requested to plan and present a twenty minute entertainment program at Sunny Valley's October P.T.A. meeting. The class who has the best program will be awarded a twenty-five dollar check by a P.T.A. committee. Mrs. Smith's third grade class is excited about doing the program and about the potential prize. The class is having its first meeting to plan their presentation. All of the children are talking about how they could spend the prize money. Mrs. Smith is concerned that the children, who are the slow to average level third graders at Sunny Valley, are going to be extemely disappointed if they do not win the money. She believes that her class could not possibly do a program better than the other two third grade classes.

86. Are there ways that Mrs. Smith and her class could plan a program and minimize the potential disappointment of not winning the P.T.A. prize?

You are attending an organizational meeting to initiate a local Girl Scout Council. One of the topics being debated by your group of potential troop leaders is the possibility of establishing a policy that all troops will be either homogeneous or heterogeneous.

87. Which type of grouping would you prefer?

88. Define your rationale for choosing that type of grouping.

89. Could you apply that same rationale for grouping to a classroom? Why?

Mr. Hardy teaches a self-contained sixth grade class. He has decided to have his class have two sessions each day for planning and evaluation purposes. The motivation for setting up these class sessions is that Mr. Hardy wants the class to become more involved in classroom activities - both social and academic. He feels that the students are too dependent upon him and are not taking enough responsibility for their own behavior.

90. Suggest a format that Mr. Hardy could use to present the evaluation and planning sessions idea to his class. In designing the format attend closely to how you would motivate the group "to buy" the idea.

91. How do you anticipate that Mr. Hardy's class will react to this idea?

92. Suggest some components that each of these class evaluation or planning sessions should include. For example: At the beginning of each session the group will sing one rousing chorus of "The More We Get Together".

93. Speculate about the developmental stages that the class would experience in reaching Mr. Hardy's objective.

94. Suggest an alternative technique that you might use to solve the problem of an over-dependant class.

George Washington Elementary School is beginning a new school year. Miss Cameron is planning for her class of fourth graders. One of the things that Miss Cameron wants to do is to have her class set up rules for their classroom. This is Miss Cameron's first year of teaching, and she is very concerned about how well she will be able to discipline her students. The principal at her school, Mr. Washington, told the entire faculty at their first in-service meeting that he expected all of his teachers to handle their own discipline problems. He believes that a quiet, orderly classroom is the best measure of a good teacher.

95. Outline a plan that Miss Cameron could use to establish rules for her classroom. Include in your plan some structural ingredients that would make the rules work most effectively.

Mrs. Meadow's third grade class is just beginning to learn about the multiplication process. Mrs. Meadows has a sufficient variety of programmed mathematics materials to teach the children to perform the multiplication operation on numerals. However, some of the children are having serious difficulty understanding the concept of multiplication enough to generalize it.

96. Suggest a way that you would go about teaching third grade children to generalize the concept of multiplication.

During a reading lesson in Miss Dunn's second grade class one of the children, Susan, asked what the word "candidate" meant. Miss Dunn was curious about why Susan wanted to know about "candidate". Susan explained that her parents were always talking about the candidates for mayor in their city. Several other children said that they had been hearing the same type of words at home. Susan asked Miss Dunn if they could learn about "candidates" and "mayors". The other children said, "Yes, Miss Dunn, we'd like to learn about those things."

97. How would you have responded to Susan's request to define "candidate" for her?

98. How would you respond to the children's request that you teach them about "mayors" and "candidates"? Suggest an effective method for incorporating this new subject area into your academic curriculum.

You are responsible for setting up a course in Parent Education for any interested parents of primary age children at Happy Valley Elementary School.

99. Suggest the procedure that you would use to recruit parents for the courses.

100. How would you motivate parents who are not experiencing unmanageable problems with their children to take the course?

101. Speculate on what the format of instruction (curriculum content) for the course would be. Include any Parent Education models that you feel would be applicable.

102. Speculate on what you would include in your presentation at the first meeting that is held.

103. Suggest a plan for follow-up which you might employ to test the parents ability to generalize any skills which you expect them to acquire in the course.

At the first meeting of a Parent Education Course that you are leading, several of the parents state quite adamantly that they never had any problems with their children until the children started going to Happy Velley School. Most of the parents also tell you that they still have no problems with their children except problems that are caused by teachers not being able to control or teach the children.

104. Speculate on how you would respond to and manage the future rate of occurrence of this type of behavior from parents.

105. How would you suggest that parents deal with conflicting values and issues that arise between parents and children? For example: currently, many youngsters are interested in letting their hair grow long while their parents remain quite fond of "crew cuts".

Address yourself to the issue of rule-setting in the home. Suggest a viable procedure that you might recommend to parents.

Mrs. Edison calls you on the telephone to say that her son Tommy has destroyed every candle in her house. Tommy is a student at Happy Valley School where you are responsible for parent education.

106. What would be your first response to Tommy Edison's mother's plight?

107. What would you recommend that Mrs. Edison do that evening?

108. Speculate on what format you might use in a conference with Mrs. Edison.

Mrs. Howard, who has three primary age children at Happy Valley School, appeared at your office door one Monday morning and said, "My son burned all of my notes from the Parent Education course that I took from you! The other two children helped him to do it, too! I'm desperate! Without those notes, I didn't even know what to do about their burning my notes! All three children are now at home eating goodies and watching television! Please, could I have copies of those notes? Please help me before something awful happens!"

109. Speculate on what your response to Mrs. Howard would be.

110. What went wrong in the Parent Education course which you taught Mrs. Howard?

You are planning to have a family conference with Mr. & Mrs. Johnson and their son, Lyndon. The Johnson family has been experiencing constant problems with each other. Lyndon never obeys his parents, although he gets along well with his teachers and peers at Happy Valley School. Mr. Johnson is clearly the spokesman for the Johnson couple. Mrs. Johnson is usually quiet, except when she says, "Yes, dear" to Mr. Johnson or "Lyndon, please don't talk to your father that way".

111. Suggest a format that you would plan to use for this type of conference.

112. What additional information would you want to know about this family before you have the conference.

113. Design a Parent Education course which you think would be helpful to the Johnsons. Suggest the content of that course - including specific, sequential skill development - in outline form.

APPENDIX D

HEURISTIC CHECKLIST

PROBLEM ANALYSIS

Codes:

Child ______		Child's Name ______			
Teacher ______		Birthdate ______		Date ______	
School ______		Present Age ______		Rater ______	

Is there a behavior problem? (a) Yes ___ No ___

Is there an academic problem? (b) Yes ___ No ___

Are there other ecological problems? (c) Yes ___ No ___

NOTE: Analysis sections refer to the problems in their pre-intervention settings. Please answer questions as completely as possible; add any relevant information you wish, using the back of the page if necessary. If answers are unknown or considered irrelevant to the situation, indicate by writing in UK for "unknown". In the right hand column, letters indicate sources of information; please circle the one or more interviewees who furnished the information you are reporting in that answer. For example, circle both F and M if both the father and mother reported the same information. S(Support Team Member), T(Teacher), P(Principal), C1(Community Agent 1), C2(Community Agent 2), and O(Other) are other possible interviewees. Please specify who C1, C2, or O are by writing the name and title in the margin the first time you refer to that agent.

BEHAVIOR ANALYSIS: (Omit this section if there is no behavior problem.)

Problem Behavior Analysis:

1. What are the critical behavior problems of this child? (Store #1) (List in order of severity.)

	INTERVIEWEE
(1) ______	S F M T P C1 C2 O C
(2) ______	S F M T P C1 C2 O C
(3) ______	S F M T P C1 C2 O C
(4) ______	S F M T P C1 C2 O C
(5) ______	S F M T P C1 C2 O C
(6) ______	S F M T P C1 C2 O C
(7) ______	S F M T P C1 C2 O C
(8) ______	S F M T P C1 C2 O C

2. Is it something he does that causes a problem? (#2)

	Yes	No		Yes	No		Yes	No		Yes	No
(1)	___	___	(3)	___	___	(5)	___	___	(7)	___	___
(2)	___	___	(4)	___	___	(6)	___	___	(8)	___	___

NOTE: Numbers refer to the same behaviors listed in question 1.

3. If it is something he doesn't do that causes a problem, can he do it?

	Yes(#3)	No(#4)	
(1)	______	______	S F M T P C1 C2 O C
(2)	______	______	S F M T P C1 C2 O C
(3)	______	______	S F M T P C1 C2 O C
(4)	______	______	S F M T P C1 C2 O C
(5)	______	______	S F M T P C1 C2 O C
(6)	______	______	S F M T P C1 C2 O C
(7)	______	______	S F M T P C1 C2 O C
(8)	______	______	S F M T P C1 C2 O C

NOTE: As in question 2, numbers (1) through (8) refer to the same behaviors listed in question 1. This pattern will be used through question 16.

Child's Name: ____________________

4. How frequently does he do it now? (#5)

(1) ______________________________ S F M T P C1 C2 O C
(2) ______________________________ S F M T P C1 C2 O C
(3) ______________________________ S F M T P C1 C2 O C
(4) ______________________________ S F M T P C1 C2 O C
(5) ______________________________ S F M T P C1 C2 O C
(6) ______________________________ S F M T P C1 C2 O C
(7) ______________________________ S F M T P C1 C2 O C
(8) ______________________________ S F M T P C1 C2 O C

5. Is there an independent source for verification as baseline? (#6)
(Do you have a valid baseline measure, such as school attendance records, which will enable you to proceed without taking another baseline measure?)

	No	Yes	If "Yes", what is it?	
(1)	___	___	______________________	S F M T P C1 C2 O C
(2)	___	___	______________________	S F M T P C1 C2 O C
(3)	___	___	______________________	S F M T P C1 C2 O C
(4)	___	___	______________________	S F M T P C1 C2 O C
(5)	___	___	______________________	S F M T P C1 C2 O C
(6)	___	___	______________________	S F M T P C1 C2 O C
(7)	___	___	______________________	S F M T P C1 C2 O C
(8)	___	___	______________________	S F M T P C1 C2 O C

6. Where does the behavior occur? (#7) Can this place be worked with?

		Yes (#8)	No	
(1)	______________________	___	___	S F M T P C1 C2 O C
(2)	______________________	___	___	S F M T P C1 C2 O C
(3)	______________________	___	___	S F M T P C1 C2 O C
(4)	______________________	___	___	S F M T P C1 C2 O C
(5)	______________________	___	___	S F M T P C1 C2 O C
(6)	______________________	___	___	S F M T P C1 C2 O C
(7)	______________________	___	___	S F M T P C1 C2 O C
(8)	______________________	___	___	S F M T P C1 C2 O C

7. When does the behavior occur? (#9) Can intervention be implemented at this time?

		Yes (#10)	No	
(1)	______________________	___	___	S F M T P C1 C2 O C
(2)	______________________	___	___	S F M T P C1 C2 O C
(3)	______________________	___	___	S F M T P C1 C2 O C
(4)	______________________	___	___	S F M T P C1 C2 O C
(5)	______________________	___	___	S F M T P C1 C2 O C
(6)	______________________	___	___	S F M T P C1 C2 O C
(7)	______________________	___	___	S F M T P C1 C2 O C
(8)	______________________	___	___	S F M T P C1 C2 O C

8. What happens after the behavior occurs and who is involved? (#11)

	Consequence	Persons Involved	
(1)	______________________	__________	S F M T P C1 C2 O C
(2)	______________________	__________	S F M T P C1 C2 O C
(3)	______________________	__________	S F M T P C1 C2 O C
(4)	______________________	__________	S F M T P C1 C2 O C
(5)	______________________	__________	S F M T P C1 C2 O C
(6)	______________________	__________	S F M T P C1 C2 O C
(7)	______________________	__________	S F M T P C1 C2 O C
(8)	______________________	__________	S F M T P C1 C2 O C

Child's Name: ______________________________

9. Out of the number of times the behavior occurs, how many times do the same consequences occur? Are they consistent?

	(#12)	Yes(#13)	No	
(1)				S F M T P C1 C2 O C
(2)				S F M T P C1 C2 O C
(3)				S F M T P C1 C2 O C
(4)				S F M T P C1 C2 O C
(5)				S F M T P C1 C2 O C
(6)				S F M T P C1 C2 O C
(7)				S F M T P C1 C2 O C
(8)				S F M T P C1 C2 O C

10. Are there any other consequences that occur less frequently?

	No	Yes	If "Yes", what are they?	
(1)				S F M T P C1 C2 O C
(2)				S F M T P C1 C2 O C
(3)				S F M T P C1 C2 O C
(4)				S F M T P C1 C2 O C
(5)				S F M T P C1 C2 O C
(6)				S F M T P C1 C2 O C
(7)				S F M T P C1 C2 O C
(8)				S F M T P C1 C2 O C

11. Are all the consequences clearly specified for this child? (#14) (Does he know what the consequences of his behavior will be?)

	Yes	No	Unknown	
(1)				S F M T P C1 C2 O C
(2)				S F M T P C1 C2 O C
(3)				S F M T P C1 C2 O C
(4)				S F M T P C1 C2 O C
(5)				S F M T P C1 C2 O C
(6)				S F M T P C1 C2 O C
(7)				S F M T P C1 C2 O C
(8)				S F M T P C1 C2 O C

12. Can the child verbalize the contingencies? (#15)

	Yes	No	Unknown	
(1)				S F M T P C1 C2 O C
(2)				S F M T P C1 C2 O C
(3)				S F M T P C1 C2 O C
(4)				S F M T P C1 C2 O C
(5)				S F M T P C1 C2 O C
(6)				S F M T P C1 C2 O C
(7)				S F M T P C1 C2 O C
(8)				S F M T P C1 C2 O C

13. What effect do the consequences appear to have on the child's subsequent behavior? (#16) (Does he do it more or less often?)

(1) ____ S F M T P C1 C2 O C
(2) ____ S F M T P C1 C2 O C
(3) ____ S F M T P C1 C2 O C
(4) ____ S F M T P C1 C2 O C
(5) ____ S F M T P C1 C2 O C
(6) ____ S F M T P C1 C2 O C
(7) ____ S F M T P C1 C2 O C
(8) ____ S F M T P C1 C2 O C

Child's Name: ______________________________

14. Is this a critical behavior that you will select to deal with directly? (#17)

Yes No

(1) ____ ____ S F M T P C1 C2 O C
(2) ____ ____ S F M T P C1 C2 O C
(3) ____ ____ S F M T P C1 C2 O C
(4) ____ ____ S F M T P C1 C2 O C
(5) ____ ____ S F M T P C1 C2 O C
(6) ____ ____ S F M T P C1 C2 O C
(7) ____ ____ S F M T P C1 C2 O C
(8) ____ ____ S F M T P C1 C2 O C

15. What valued behaviors does he presently exhibit which could be utilized as behavioral strengths? (#18)

(1) ______________________________ S F M T P C1 C2 O C
(2) ______________________________ S F M T P C1 C2 O C
(3) ______________________________ S F M T P C1 C2 O C
(4) ______________________________ S F M T P C1 C2 O C
(5) ______________________________ S F M T P C1 C2 O C
(6) ______________________________ S F M T P C1 C2 O C
(7) ______________________________ S F M T P C1 C2 O C
(8) ______________________________ S F M T P C1 C2 O C

16. What appears to be maintaining these desired behaviors? (#19)

(1) ______________________________ S F M T P C1 C2 O C
(2) ______________________________ S F M T P C1 C2 O C
(3) ______________________________ S F M T P C1 C2 O C
(4) ______________________________ S F M T P C1 C2 O C
(5) ______________________________ S F M T P C1 C2 O C
(6) ______________________________ S F M T P C1 C2 O C
(7) ______________________________ S F M T P C1 C2 O C
(8) ______________________________ S F M T P C1 C2 O C

Child's Name: ____________________

14. Is this a critical behavior that you will select to deal with directly? (#17)

	Yes	No	
(1)	____	____	S F M T P C1 C2 O C
(2)	____	____	S F M T P C1 C2 O C
(3)	____	____	S F M T P C1 C2 O C
(4)	____	____	S F M T P C1 C2 O C
(5)	____	____	S F M T P C1 C2 O C
(6)	____	____	S F M T P C1 C2 O C
(7)	____	____	S F M T P C1 C2 O C
(8)	____	____	S F M T P C1 C2 O C

15. What valued behaviors does he presently exhibit which could be utilized as behavioral strengths? (#18)

(1)	____________________	S F M T P C1 C2 O C
(2)	____________________	S F M T P C1 C2 O C
(3)	____________________	S F M T P C1 C2 O C
(4)	____________________	S F M T P C1 C2 O C
(5)	____________________	S F M T P C1 C2 O C
(6)	____________________	S F M T P C1 C2 O C
(7)	____________________	S F M T P C1 C2 O C
(8)	____________________	S F M T P C1 C2 O C

16. What appears to be maintaining these desired behaviors? (#19)

(1)	____________________	S F M T P C1 C2 O C
(2)	____________________	S F M T P C1 C2 O C
(3)	____________________	S F M T P C1 C2 O C
(4)	____________________	S F M T P C1 C2 O C
(5)	____________________	S F M T P C1 C2 O C
(6)	____________________	S F M T P C1 C2 O C
(7)	____________________	S F M T P C1 C2 O C
(8)	____________________	S F M T P C1 C2 O C

Child's Name: ____________________

Behavioral Goal Setting:

17. What behaviors does he need to perform? (#20)

(1) ____ S F M T P C1 C2 O C
(2) ____ S F M T P C1 C2 O C
(3) ____ S F M T P C1 C2 O C
(4) ____ S F M T P C1 C2 O C
(5) ____ S F M T P C1 C2 O C
(6) ____ S F M T P C1 C2 O C
(7) ____ S F M T P C1 C2 O C
(8) ____ S F M T P C1 C2 O C

18. Can he perform these behaviors now?

	Yes	No	Unknown	
(1)	____	____	______	S F M T P C1 C2 O C
(2)	____	____	______	S F M T P C1 C2 O C
(3)	____	____	______	S F M T P C1 C2 O C
(4)	____	____	______	S F M T P C1 C2 O C
(5)	____	____	______	S F M T P C1 C2 O C
(6)	____	____	______	S F M T P C1 C2 O C
(7)	____	____	______	S F M T P C1 C2 O C
(8)	____	____	______	S F M T P C1 C2 O C

19. If he cannot perform them now, what are the successive steps he must take in order to learn to perform each behavior listed? (#23)

(1) ____ S F M T P C1 C2 O C
(2) ____ S F M T P C1 C2 O C
(3) ____ S F M T P C1 C2 O C
(4) ____ S F M T P C1 C2 O C
(5) ____ S F M T P C1 C2 O C
(6) ____ S F M T P C1 C2 O C
(7) ____ S F M T P C1 C2 O C
(8) ____ S F M T P C1 C2 O C

20.

	How frequently should he perform them? (#21)	How frequently does he now? (#22)	
(1)	________________	____________	S F M T P C1 C2 O C
(2)	________________	____________	S F M T P C1 C2 O C
(3)	________________	____________	S F M T P C1 C2 O C
(4)	________________	____________	S F M T P C1 C2 O C
(5)	________________	____________	S F M T P C1 C2 O C
(6)	________________	____________	S F M T P C1 C2 O C
(7)	________________	____________	S F M T P C1 C2 O C
(8)	________________	____________	S F M T P C1 C2 O C

21. Provided he can already perform or will be taught the behavior, what are the successive steps he must take in order to do it as frequently as desired? (#24)

(1) ____ S F M T P C1 C2 O C
(2) ____ S F M T P C1 C2 O C
(3) ____ S F M T P C1 C2 O C
(4) ____ S F M T P C1 C2 O C
(5) ____ S F M T P C1 C2 O C
(6) ____ S F M T P C1 C2 O C
(7) ____ S F M T P C1 C2 O C
(8) ____ S F M T P C1 C2 O C

Child's Name: ______________________________

vailable Contingency Analysis:

Possible reinforcing consequences --

22. What does he like? S F M T P C1 C2 O C

23. What does he do when he has free time? S F M T P C1 C2 O C

24. What else would he like to do, given the opportunity? S F M T P C1 C2 O C

25. What would he work for in rank order of value? (#25) (Summary)

(1) ______________________________ S F M T P C1 C2 O C
(2) ______________________________ S F M T P C1 C2 O C
(3) ______________________________ S F M T P C1 C2 O C
(4) ______________________________ S F M T P C1 C2 O C
(5) ______________________________ S F M T P C1 C2 O C
(6) ______________________________ S F M T P C1 C2 O C
(7) ______________________________ S F M T P C1 C2 O C
(8) ______________________________ S F M T P C1 C2 O C
(9) ______________________________ S F M T P C1 C2 O C
(10) ______________________________ S F M T P C1 C2 O C

Possible decelerating consequences --

26. What consequences does he or would he not like, whether natural or agent-induced? (#26)
(What decelerators are available in the environment?)

(1) ______________________________ S F M T P C1 C2 O C
(2) ______________________________ S F M T P C1 C2 O C
(3) ______________________________ S F M T P C1 C2 O C
(4) ______________________________ S F M T P C1 C2 O C
(5) ______________________________ S F M T P C1 C2 O C

s your behavioral analysis information sufficient for planning at this point?

Yes	No	Date

Codes:
Child ________________ Child's Name ______________________
Teacher ______________ Birthdate ______________________ Date ______________
School _______________ Present Age ______________________ Rater ______________

ACADEMIC ANALYSIS: (Omit this section if there are no academic problems)

1. What are the specific academic problems? (#27) (List in order of severity)

INTERVIEWEE
(1) ____ S F M T P C1 C2 O C
(2) ____ S F M T P C1 C2 O C
(3) ____ S F M T P C1 C2 O C
(4) ____ S F M T P C1 C2 O C
(5) ____ S F M T P C1 C2 O C
(6) ____ S F M T P C1 C2 O C

2. Can the child do the work expected? (Is there some valid indication the child is capable of doing the work expected?)

Yes (#28) No (#29)
______________ ______________ S F M T P C1 C2 O C

3. Is he motivated to do the work?

Yes (#28) No (#29)
______________ ______________ S F M T P C1 C2 O C

4. What are the combinations of ability and motivation?

_______(1) Can do the work and is motivated (#28 & #30)
(Recheck the existence of an academic problem. If none, go on to other Ecological Analysis.)

_______(2) Can do the work and is not motivated (#28 & #31)
(Enter and deal with this as a behavior problem.)

_______(3) Cannot do the work and is motivated (#29 & #30)
(Continue with academic analysis.)

_______(4) Cannot do the work and is not motivated (#29 & #31)
(Continue with academic analysis. If academic programming is not sufficient to provide motivation, enter and deal with additionally as a behavior problem.)

Child's Name: ____________________

5. Are the basic skills at grade level?

	Yes(#32)	No	UK	
Reading:				S F M T P C1 C2 O C
Spelling:				S F M T P C1 C2 O C
Arithmetic:				S F M T P C1 C2 O C
Other area:				S F M T P C1 C2 O C

(Specify area: ________________)

6. If "No" above, what skill components are missing? (#33)

Reading: ______________________________ S F M T P C1 C2 O C

Spelling: ______________________________ S F M T P C1 C2 O C

Arithmetic: ______________________________ S F M T P C1 C2 O C

Other area (Specify:________________): ____________ S F M T P C1 C2 O C

7. Have remedial programs been tried?

	Yes	No	UK	
Reading:				S F M T P C1 C2 O C
Spelling:				S F M T P C1 C2 O C
Arithmetic:				S F M T P C1 C2 O C
Other:				S F M T P C1 C2 O C

(Specify:________________)

8. If "Yes", what were they? (#34) How effective were they? (#35)

Reading: ________________ ________________ S F M T P C1 C2 O C

Spelling: ________________ ________________ S F M T P C1 C2 O C

Arithmetic: ________________ ________________ S F M T P C1 C2 O C

Other: ________________ ________________ S F M T P C1 C2 O C

(Specify area: ________________)

Child's Name: ____________________________

9. How long at a time can he presently work without stopping? (#36)

Reading: ______________________________ S F M T P C1 C2 O C
Spelling: ______________________________ S F M T P C1 C2 O C
Arithmetic: ______________________________ S F M T P C1 C2 O C
Other (Specify: ____________): ______________ S F M T P C1 C2 O C

10. Are there problems of vision, hearing, or speech?

	Yes (#37)	No	UK	
Vision:				S F M T P C1 C2 O C
Hearing:				S F M T P C1 C2 O C
Speech:				S F M T P C1 C2 O C

11. If "Yes", has appropriate action been taken?

	Yes (#38)	No (#39)	UK	
Vision:				S F M T P C1 C2 O C
Hearing:				S F M T P C1 C2 O C
Speech:				S F M T P C1 C2 O C

12. If "Unknown", is referral for screening made?

	No	Referral Made	Screening Done	
Vision:				S F M T P C1 C2 O C
Hearing:				S F M T P C1 C2 O C
Speech:				S F M T P C1 C2 O C

13. Does the child demonstrate problems in his understanding or use of:

	Yes (#40)	No	UK	
Visual Material?				S F M T P C1 C2 O C
Auditory Material?				S F M T P C1 C2 O C
Kinesthetic Material?				S F M T P C1 C2 O C

14. Are these critical (or academically relevant) health problems?

No	UK	Yes (#41)	If "Yes", what are they?	
				S F M T P C1 C2 O C

15. If "Yes", has appropriate action been taken?

Yes (#42)	No (#43)	Planned	
			S F M T P C1 C2 O C

Child's Name: ______________________

16. If "Unknown", is referral for investigation made?

No	Referral Made	Investigation Completed	
________	________________	______________________	S F M T P C1 C2 O C

Is information sufficient for academic planning?

Yes	No	Date
_____	_____	____________________
_____	_____	____________________
_____	_____	____________________
_____	_____	____________________
_____	_____	____________________

Codes:

Child	____	Child's Name	____		
Teacher	____	Birthdate	____	Date	____
School	____	Present Age	____	Rater	____

ECOLOGICAL PROBLEM ANALYSIS: (Omit this section if there are no other ecological problems.)

Family Eco-System:

1. Are there problems with the family eco-system?
   Yes (#44) ____ No ____ Unknown ____ S F M T P C1 C2 O C

2. If "Yes," what specifically is the family problem? (#45) S F M T P C1 C2 O C

3. Does the family membership remain stable? (#46)
   Yes ____ No ____ If "No", how is it unstable? ____ S F M T P C1 C2 O C

4. What is the family composition? (#47)
   ____ S F M T P C1 C2 O C

5. Are there "adequate" male and female models in the home? (#48)

	Yes	No	Unknown	
Male	____	____	____	S F M T P C1 C2 O C
Female	____	____	____	S F M T P C1 C2 O C

6. Are there communication problems? (#49)

	Yes	No	Unknown	
between primary family members?	____	____	____	S F M T P C1 C2 O C
with extended family members?	____	____	____	S F M T P C1 C2 O C

7. Do family members get along well together? (#50)
   Yes ____ UK ____ No ____ If "No", who are primarily involved? ____ S F M T P C1 C2 O C

8. If "No" above, is the problem situation primarily a power struggle?
   Yes (#51) ____ No (#52) ____ UK ____ S F M T P C1 C2 O C

9. Does family life allow their child to maintain peer relationships?
   Yes ____ No ____ UK ____ S F M T P C1 C2 O C

10. Whom does he play with? (#53)
    ____ S F M T P C1 C2 O C

11. Does he have a place to play? (#54)
    Yes ____ UK ____ No ____ If "Yes," where? ____ S F M T P C1 C2 O C

12. Does he belong to any peer organizations? (#55)
    Yes ____ UK ____ No ____ If "Yes," what organizations? ____ S F M T P C1 C2 O C

13. Does he take part in any recreational programs? (#56)
    Yes ____ UK ____ No ____ If "Yes," what programs? ____ S F M T P C1 C2 O C

Child's Name: ______________________________

14. Are there family economic problems?
Yes(#57) No Unknown
_____ _____ _______
S F M T P C1 C2 O C

15. Is family income adequate? (#58)
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

16. Is food adequate? (#59)
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

17. Is clothing adequate? (#60)
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

18. Is housing adequate? (#61)
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

19. Are there unmet medical needs?
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

20. Does he receive routine medical care? (#62)
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

21. Does he receive routine dental care? (#63)
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

22. Are there specific medical needs? (#64)
Yes UK No If "Yes," what are they?
_____ _____ _____ ____
S F M T P C1 C2 O C

23. Is needed medication provided? (#65)
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

24. Is sanitation adequate? (#66)
Yes No Unknown
_____ _____ _______
S F M T P C1 C2 O C

25. Any recent or residual family trauma?
Yes (#67) No If "Yes," what?
_______ _____ ____
S F M T P C1 C2 O C

26. Any other problematic family areas?
Yes (#68) No If "Yes," what?
_______ _____ ____
S F M T P C1 C2 O C

27. Whom in the family can be worked with? (#69)
____
S F M T P C1 C2 O C

Child's Name: ______________________________

28. What specifically does the family want for themselves? (#70)

______________________________ S F M T P C1 C2 O C
______________________________ S F M T P C1 C2 O C
______________________________ S F M T P C1 C2 O C

29. What is the family's hierarchy of goals for themselves? (#71)

______________________________ S F M T P C1 C2 O C
______________________________ S F M T P C1 C2 O C
______________________________ S F M T P C1 C2 O C

30. Do family problems affect:

	No	UK	Yes	
behavioral problems?	____	____	____	S F M T P C1 C2 O C
academic problems?	____	____	____	S F M T P C1 C2 O C
other eco-system problems?	____	____	____	S F M T P C1 C2 O C

31. If "Yes" above, how do they interact:

with behavioral problems?

with academic problems?

with other eco-system problems?

Is family information sufficient for planning?

Yes	No	Date
____	____	______________
____	____	______________
____	____	______________
____	____	______________
____	____	______________

Child's Name: ________________________

Neighborhood Eco-System:

32. Are there problems with the neighborhood eco-systems?
Yes(#72) No Unknown
_____ _____ ________
S F M T P C1 C2 O C

33. If "Yes," what specifically is the problem? (#73)
S F M T P C1 C2 O C

34. How long has the family been in the neighborhood? (#74)
____
S F M T P C1 C2 O C

35. Are there problems between family members and neighbors?
Yes(#75) No If "Yes," what are they?
_____ _____ ________________________________
S F M T P C1 C2 O C
____
____

36. Are there significant differences between this family and other neighborhood members?
Yes(#76) No If "Yes," how are they different?
_____ _____ ________________________________
S F M T P C1 C2 O C

37. How do peer groups interact in this neighborhood? (#77)
____
S F M T P C1 C2 O C
____

38. What is the economic status of this neighborhood? (#78)
S F M T P C1 C2 O C
Upper _____
Upper middle _____
Middle _____
Lower middle _____
Lower _____

39. Are there any other neighborhood problems? (#79)
____
S F M T P C1 C2 O C
____
____
____

40. What neighborhood facilities are available? (#80)
S F M T P C1 C2 O C
____
____
____

41. Who in the neighborhood can be worked with? (#81)
S F M T P C1 C2 O C
____
____

Child's Name: ______________________________

42. Do neighborhood factors affect:

	No	UK	Yes	
behavioral problems?	____	____	____	S F M T P C1 C2 O C
academic problems?	____	____	____	S F M T P C1 C2 O C
other eco-system problems?	____	____	____	S F M T P C1 C2 O C

43. If "Yes" above, how do they interact:

with behavioral problems?

with academic problems?

with other eco-system problems?

Is neighborhood information sufficient for planning?

Yes	No	Date
____	____	____________
____	____	____________
____	____	____________
____	____	____________
____	____	____________

Child's Name: ____________________________

Community Eco-System:

44. Are there problems with the community eco-systems?

Yes(#82)	No	Unknown	
_____	_____	________	S F M T P C1 C2 O C

45. If "Yes," what specifically is the community problem? (#83)

S F M T P C1 C2 O C

46. Is the family involved with the following community agencies:

	No	Yes		If "Yes," name the agency.	
Social welfare agencies?	____	____	(#84)	________________	S F M T P C1 C2 O C
Legal authorities?	____	____	(#85)	________________	S F M T P C1 C2 O C
Medical community?	____	____	(#86)	________________	S F M T P C1 C2 O C
Business community?	____	____	(#87)	________________	S F M T P C1 C2 O C
Any other agencies?	____	____	(#88)	________________	S F M T P C1 C2 O C

47. What other agencies or community resources are available? (#89)

____ S F M T P C1 C2 O C
____ S F M T P C1 C2 O C
____ S F M T P C1 C2 O C

48. Which of these agents can best be worked with? (#90)

____ S F M T P C1 C2 O C
____ S F M T P C1 C2 O C
____ S F M T P C1 C2 O C

49. How do all these agencies interact with respect to this particular child? (#91)

S F M T P C1 C2 O C

50. Do community problems affect the child's:

	No	UK	Yes	
behavioral problems?	____	____	____	S F M T P C1 C2 O C
academic problems?	____	____	____	S F M T P C1 C2 O C
other eco-system problems?	____	____	____	S F M T P C1 C2 O C

51. If "Yes" above, how do they interact:
with behavioral problems?

with academic problems?

with other eco-system problems?

s community information sufficient for planning?

Yes	No	Date
_____	_____	________________
_____	_____	________________
_____	_____	________________
_____	_____	________________
_____	_____	________________

Child's Name: ______________________________

Summary:

52. What ecological changes need to occur? (#92)

Is other ecological information sufficient for planning?

Yes	No	Date
_____	_____	____________________
_____	_____	____________________
_____	_____	____________________
_____	_____	____________________
_____	_____	____________________

INTERVENTION PLANNING

Codes:

Child ____________ Child's Name ____________

Teacher ____________ Birthdate ____________ Date ____________

School ____________ Present Age ____________ Rater ____________

What are the key components to the problem "logjam"?

Behavioral:

1. What are the most critical behavioral components?

2. Which of these behaviors can we deal with in their location?

3. Of those locations where we cannot intervene, which ones can we bypass and how can we do so?

For critical behavior problems, answer questions 8 - 31.

Academic:

4. What are the most critical academic components?

For critical academic problems, answer questions 32 - 42.

Other Ecological:

5. What are the most critical other ecological components?

Child's Name: ____________________________

6. Which problem areas are considered most amenable to change?

7. Which agents are considered most likely to help?

For critical ecological components, answer questions 43 - 51.

BEHAVIOR CHANGE STRATEGY: (Omit this section if no behavior problems.)

8. List and number critical behaviors which are deceleration targets. (The goal for these behaviors is that they decrease.) If no deceleration targets, omit questions 9 through 17 and begin with question 18.

9. What desired behavior could take each problem behavior's place? (Please use the same numbers as used in question 8 above.)

10. Would a plan dealing only with the incompatible, desired behavior be sufficient to decrease the problem behavior? (Please use the same numbers for the same behaviors through question 17.)

11. For each behavior answered "Yes" in question 10, can he presently perform that behavior?

If he can, enter the desired behavior as an acceleration target (question 18).

If he cannot, enter the desired behavior as a teaching target (question 25).

Child's Name: ______________________________

12. For each behavior answered "No" in question 10, how can the reward for that maladaptive behavior be removed?

13. Will extinction probably be sufficient to decrease the maladaptive behavior?

14. If "No" above, how could the maladaptive behavior be punished?

15. How can you build in continual monitoring?

16. How will the expected behaviors and contingencies be presented and specified to the child?

17. Is the intervention program likely to flood the agents? Yes___ No___
If "Yes", how can it be simplified?

Child's Name: ______________________________

18. List and number critical desired behaviors which are acceleration targets. (The goal for these behaviors is that they increase.) If no acceleration targets, omit questions 19 through 24 and begin with question 25.

19. What is the desired frequency of each behavior? (Please use the same numbers given the behaviors in question 18 through question 24.)

20. Starting with its present frequency of occurrence, what is the feasible series of steps from the entering frequency to the goal?

21. How can consequences be provided to encourage each behavior? (What will be used as reqards; when and how often will they will be given?)

22. How can you build in continual monitoring?

23. How will the expected behaviors and contingencies be presented and specified to the child?

24. Is the intervention program likely to flood the agents? Yes__ No___
If "Yes", how can it be simplified?

Child's Name: ______________________________

25. List and number critical desired behaviors which are teaching targets. (The goal for these behaviors is that they be learned.) If no teaching targets, omit questions 26 through 31.)

26. Starting with present skills he does have, what is the series of steps he must take to accomplish the goal? (Please use the same numbers given behaviors in question 25.)

27. How can consequences be provided to encourage each behavior? (What will be used as rewards; when and how often will they be given?)

28. How can you build in continual monitoring?

29. How will the expected behaviors and contingencies be presented and specified to the child?

30. Is the intervention program likely to flood the agents? Yes___ No___
If "Yes", how can it be simplified?

31. Once he has learned the behavior, does he need to do it more frequently?
Yes ___ No ___ If "Yes", enter the behavior learned as an acceleration target (question 18).

NOTE: Is behavioral planning complete?

Yes	No	Date
___	___	______________
___	___	______________
___	___	______________

Codes:
Child ____________
Teacher ____________
School ____________

Child's Name ____________
Birthdate ____________
Present Age ____________

Date ____________
Rater ____________

ACADEMIC CHANGE STRATEGY: (Omit this section if no academic problems)

32. List and number the child's critical skill deficits and corresponding presently functioning skills in each area.

Deficit (What he cannot do)	Baseline (What he can do)

33. Using the same numbers as those given deficits in question 32, specify a goal or desired terminal state for each.

34. For each numbered goal, specify the sequential skill steps from where he is to the goal.

Child's Name: ______________________________

35. Are there teaching approaches involving use of specific sensory modalities which would be most likely to work with this child? Yes ___ No ___
If "Yes," what approaches?

36. Can the child's weaker sensory areas be trained or strengthened, perhaps through pairing them with stronger ones? Yes ___ No ___
If "Yes", how?

37. For each goal numbered in question 33, are appropriate materials available?

Goal #	Yes	No	Uk	If "Yes", give name and Select-Ed DAS number.

38. For each numbered goal answered "No" in question 37 above, can materials be adapted?

Goal #	Yes	No	Uk	If "Yes", give material name and Select-Ed number, and tell how.

Child's Name: ________________________________

39. For each numbered goal answered "No" in question 38 above, can materials be constructed?

Goal #	Yes	No	Uk	If "Yes", describe

40. For each numbered goal, how should length of assignments be programmed?

41. What consequences are to follow assignment completion?

42. How is learning to be generalized?

NOTE: Is academic planning complete?

Yes	No	Date

Codes:
Child ____________ Child's Name ____________ Date ____________
Teacher ____________ Birthdate ____________ Rater ____________
School ____________ Present Age ____________

ECOLOGICAL CHANGE STRATEGY: (Omit this section if no other ecological problems)

43. List and number critical other ecological changes needed.

44. For each number in question 43, what are the key ecological resources needed to bring about needed changes?

45. Using the same numbers, do these needed resources presently exist?

#	Yes	No	Uk

46. For those numbers answered "Yes" in question 45 above, can they be used as is?

#	Yes	No	Uk

Child's Name: ______________________________

47. For those numbers answered "No" in question 45 above, can they be adapted for use?

#	Yes	No	Uk

48. For those numbers answered "No" in questions 45 or 47, can these needed resources be created?

#	No	Uk	Yes	If "Yes", how?

49. How can these resources optimally interact with each other to solve this child's problems?

50. How will the child be involved in this problem-solving process?

Child's Name: ______________________

51. What is the most effective sequence of initially contacting resources?

Sequence Planned	Date contact made

NOTE: Is ecological planning complete?

Yes	No	Date
____	____	____________
____	____	____________
____	____	____________

52. How can behavioral, academic, and ecological strategies be combined?

ENACTMENT AND EVALUATION

Codes:

Child ____________ Child's Name ____________

Teacher ____________ Birthdate ____________ Date ____________

School ____________ Present Age ____________ Rater ____________

1. For each behavioral goal in questions 8, 18, and 25, make periodic notes of evaluation data as it is collected. Include descriptions of any plan revisions made, termination and follow-ups.

Deceleration Goals (Question 8):

Date	Data & Notes

Child's Name: ______________________

Acceleration Goals (Question 18):

Date	Data & Notes

Teaching Goals (Question 25)

Date	Data & Notes

Child's Name: ______________________________

2. For each academic goal in question 33, describe kind of evaluation data used and make periodic notes as it is collected. Include descriptions of any plan revisions made, termination, and follow-ups.

Academic Goals: ______________________________

Date	Data & Notes

Child's Name: ____________________________

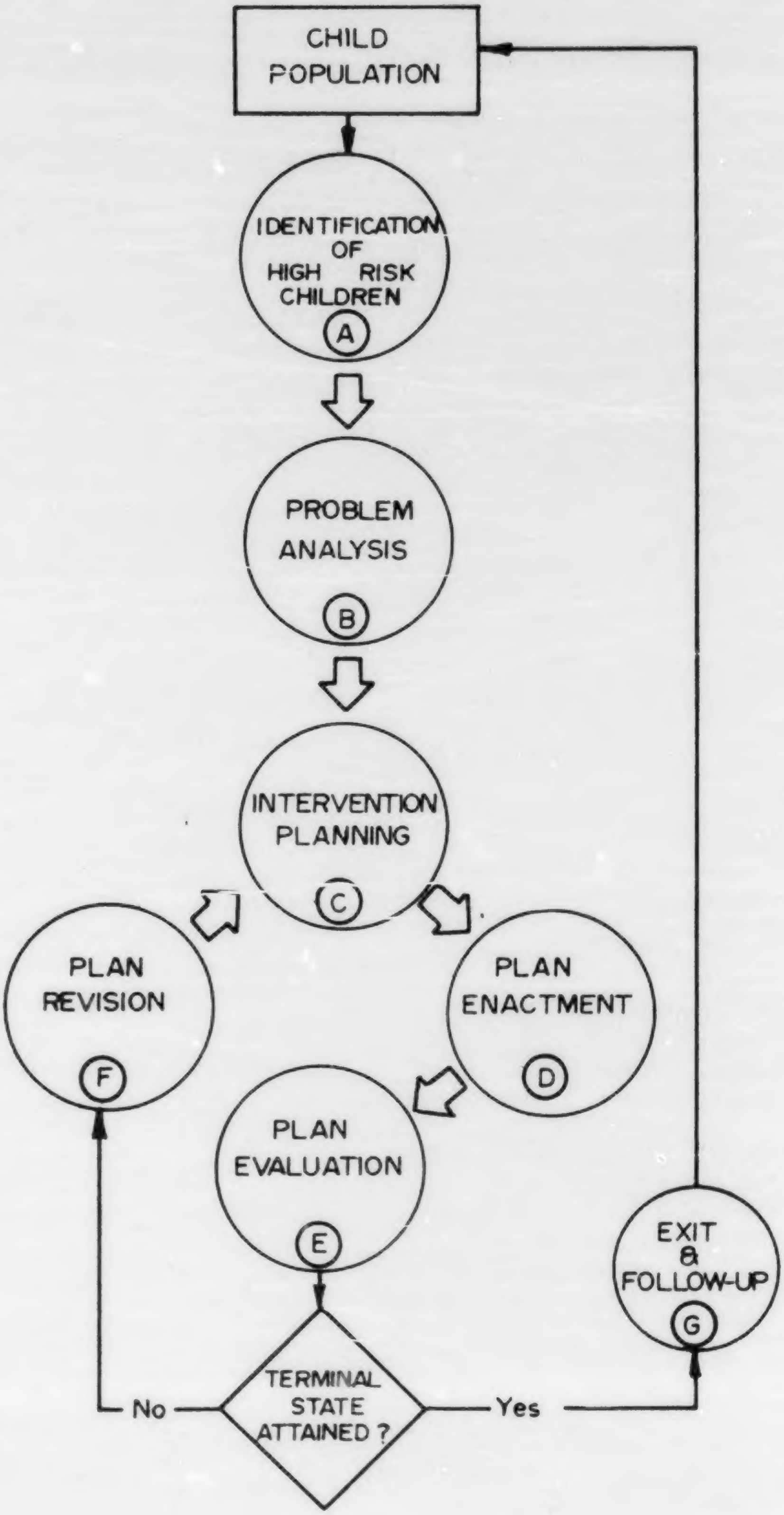
3. For each other ecological change needed in question 43, describe kind of evaluation data used and make periodic notes as it is collected. Include descriptions of any plan revisions made, termination, and follow-ups.

Ecological Goals: ____

Date	Data & Notes

APPENDIX E

DECISION MAKING HEURISTIC


CHILD POPULATION
IDENTIFICATION OF HIGH RISK CHILDREN
A
PROBLEM ANALYSIS
B
INTERVENTION PLANNING
C
PLAN ENACTMENT
D
PLAN EVALUATION
E
PLAN REVISION
F
TERMINAL STATE ATTAINED?
No
Yes
EXIT & FOLLOW-UP
G

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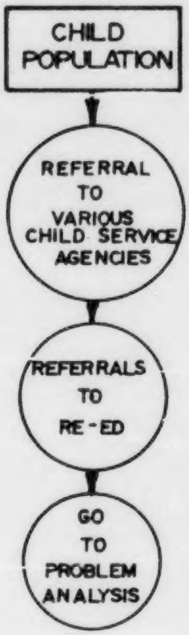
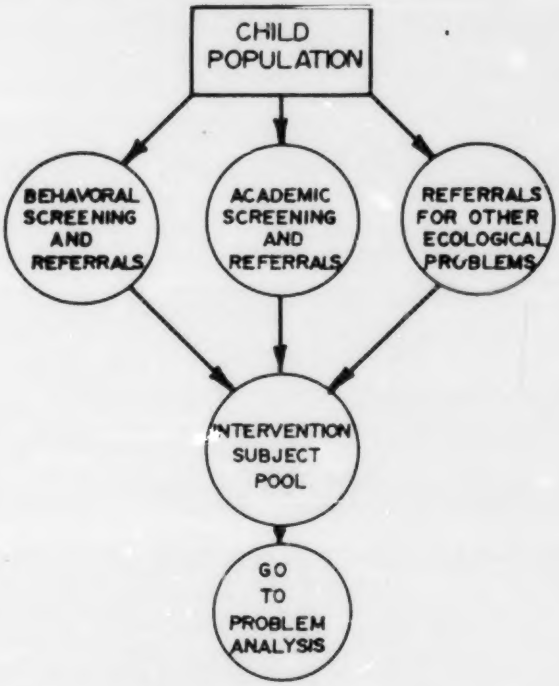
Ⓐ IDENTIFICATION OF HIGH RISK CHILDREN

Re-ED Residential Schools:


CHILD POPULATION
REFERRAL TO VARIOUS CHILD SERVICE AGENCIES
REFERRALS TO RE-ED
GO TO PROBLEM ANALYSIS

Public School Re-ED Project:


CHILD POPULATION
BEHAVORAL SCREENING AND REFERRALS
ACADEMIC SCREENING AND REFERRALS
REFERRALS FOR OTHER ECOLOGICAL PROBLEMS
INTERVENTION SUBJECT POOL
GO TO PROBLEM ANALYSIS

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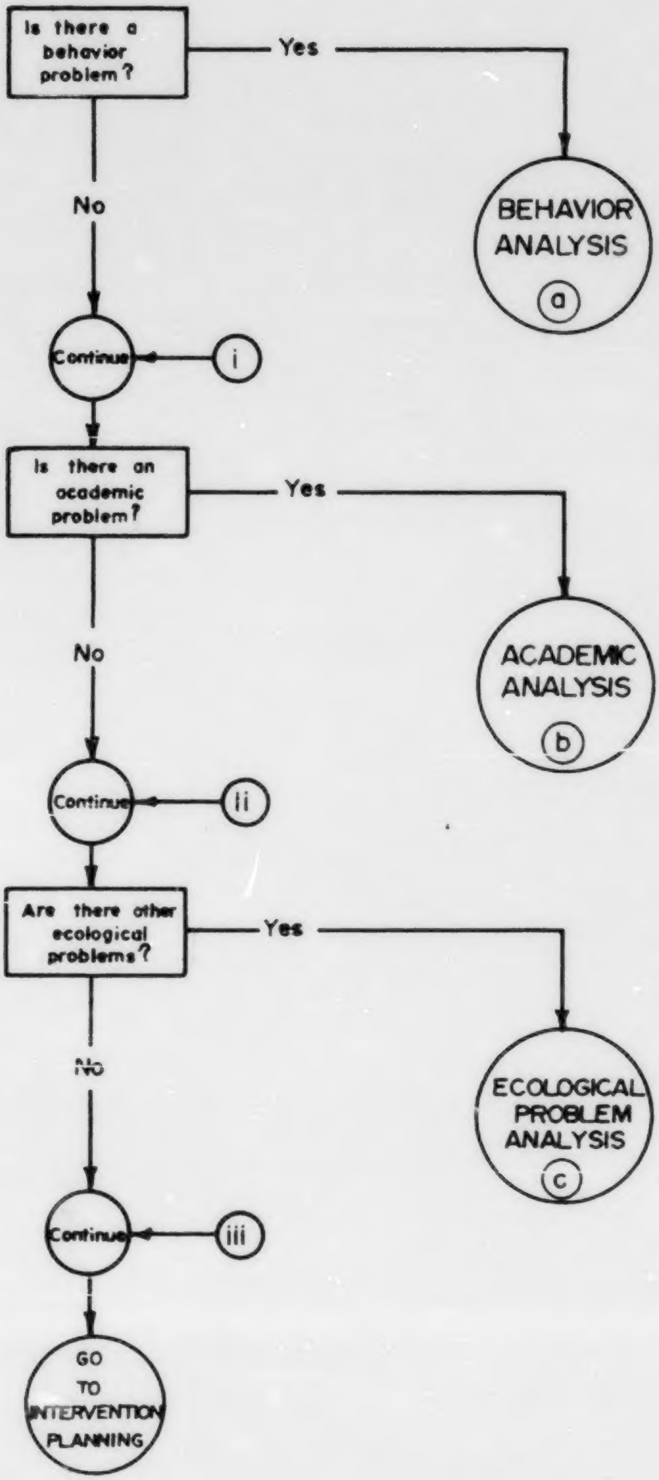
12/17/70

Ⓑ PROBLEM ANALYSIS


Is there a behavior problem?
Yes
No
BEHAVIOR ANALYSIS
ⓐ
Continue
i
Is there an academic problem?
Yes
No
ACADEMIC ANALYSIS
ⓑ
Continue
ii
Are there other ecological problems?
Yes
No
ECOLOGICAL PROBLEM ANALYSIS
ⓒ
Continue
iii
GO TO INTERVENTION PLANNING

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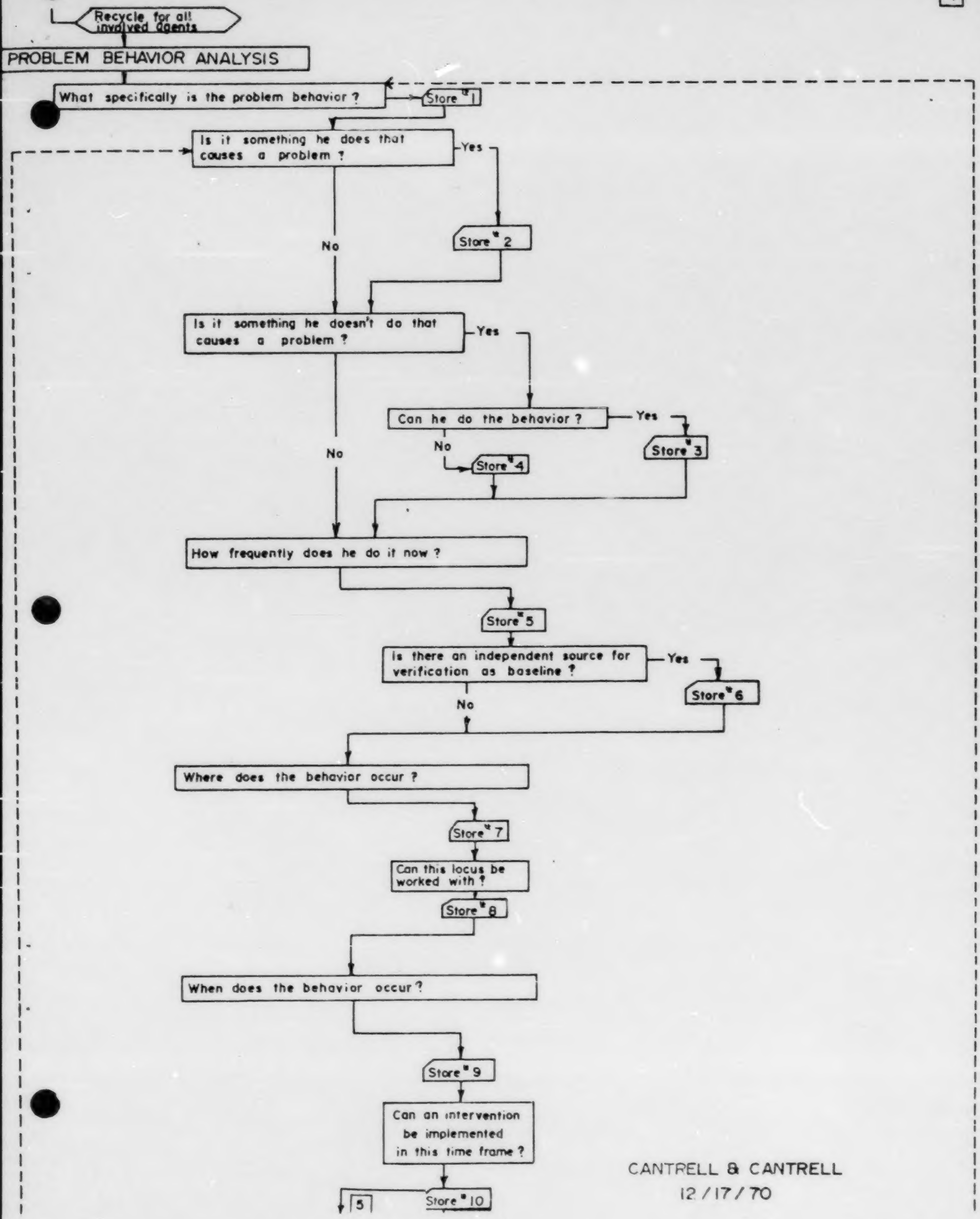
(a) BEHAVIOR ANALYSIS


Recycle for all involved agents
PROBLEM BEHAVIOR ANALYSIS
What specifically is the problem behavior ?
Store # 1
Is it something he does that causes a problem ?
Yes
Store # 2
No
Is it something he doesn't do that causes a problem ?
Yes
Can he do the behavior ?
Yes
Store # 3
No
Store # 4
No
How frequently does he do it now ?
Store # 5
Is there an independent source for verification as baseline ?
Yes
Store # 6
No
Where does the behavior occur ?
Store # 7
Can this locus be worked with ?
Store # 8
When does the behavior occur ?
Store # 9
Can an intervention be implemented in this time frame ?
Store # 10
5

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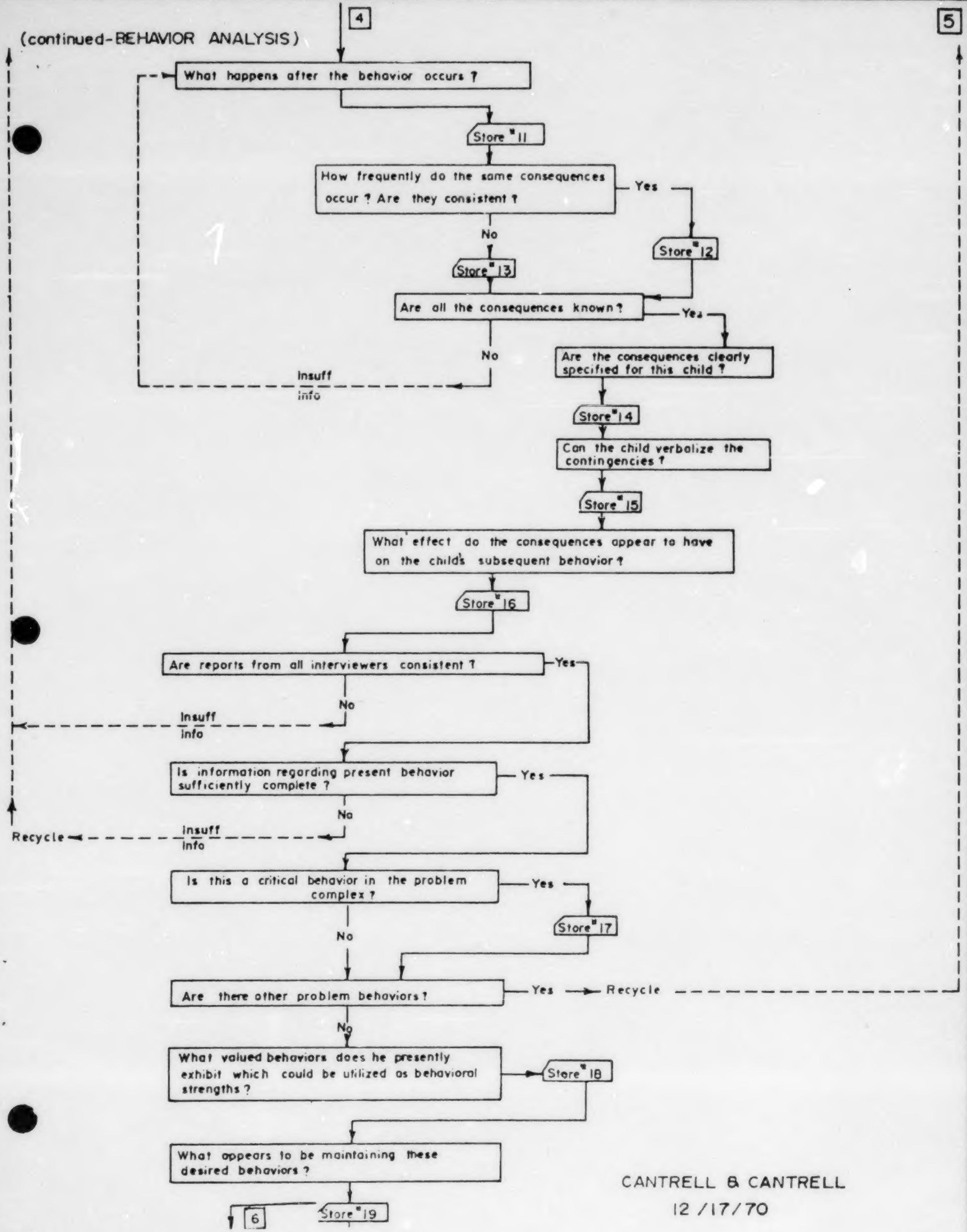
(continued-BEHAVIOR ANALYSIS)


4
5
What happens after the behavior occurs ?
Store # 11
How frequently do the same consequences occur ? Are they consistent ?
Yes
Store # 12
No
Store # 13
Are all the consequences known ?
Yes
No
Insuff info
Are the consequences clearly specified for this child ?
Store # 14
Can the child verbalize the contingencies ?
Store # 15
What effect do the consequences appear to have on the child's subsequent behavior ?
Store # 16
Are reports from all interviewers consistent ?
Yes
No
Insuff info
Is information regarding present behavior sufficiently complete ?
Yes
No
Recycle
Insuff info
Is this a critical behavior in the problem complex ?
Yes
Store # 17
No
Are there other problem behaviors ?
Yes
Recycle
No
What valued behaviors does he presently exhibit which could be utilized as behavioral strengths ?
Store # 18
What appears to be maintaining these desired behaviors ?
6
Store # 19

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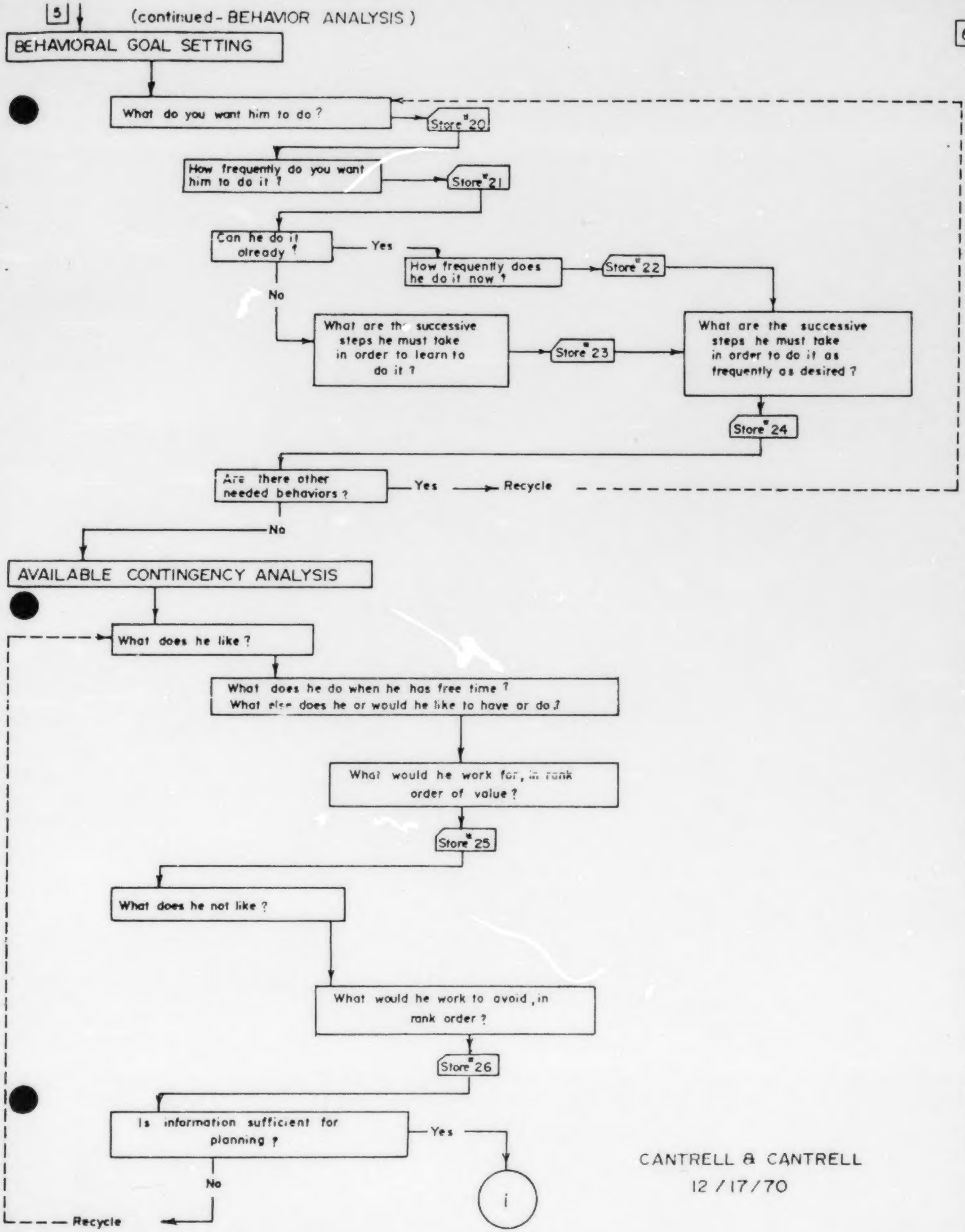
(continued - BEHAVIOR ANALYSIS)


5
BEHAVIORAL GOAL SETTING
What do you want him to do?
Store # 20
How frequently do you want him to do it?
Store # 21
Can he do it already?
Yes
How frequently does he do it now?
Store # 22
No
What are the successive steps he must take in order to learn to do it?
Store # 23
What are the successive steps he must take in order to do it as frequently as desired?
Store # 24
Are there other needed behaviors?
Yes
Recycle
No
AVAILABLE CONTINGENCY ANALYSIS
What does he like?
What does he do when he has free time?
What else does he or would he like to have or do?
What would he work for, in rank order of value?
Store # 25
What does he not like?
What would he work to avoid, in rank order?
Store # 26
Is information sufficient for planning?
Yes
No
Recycle
i

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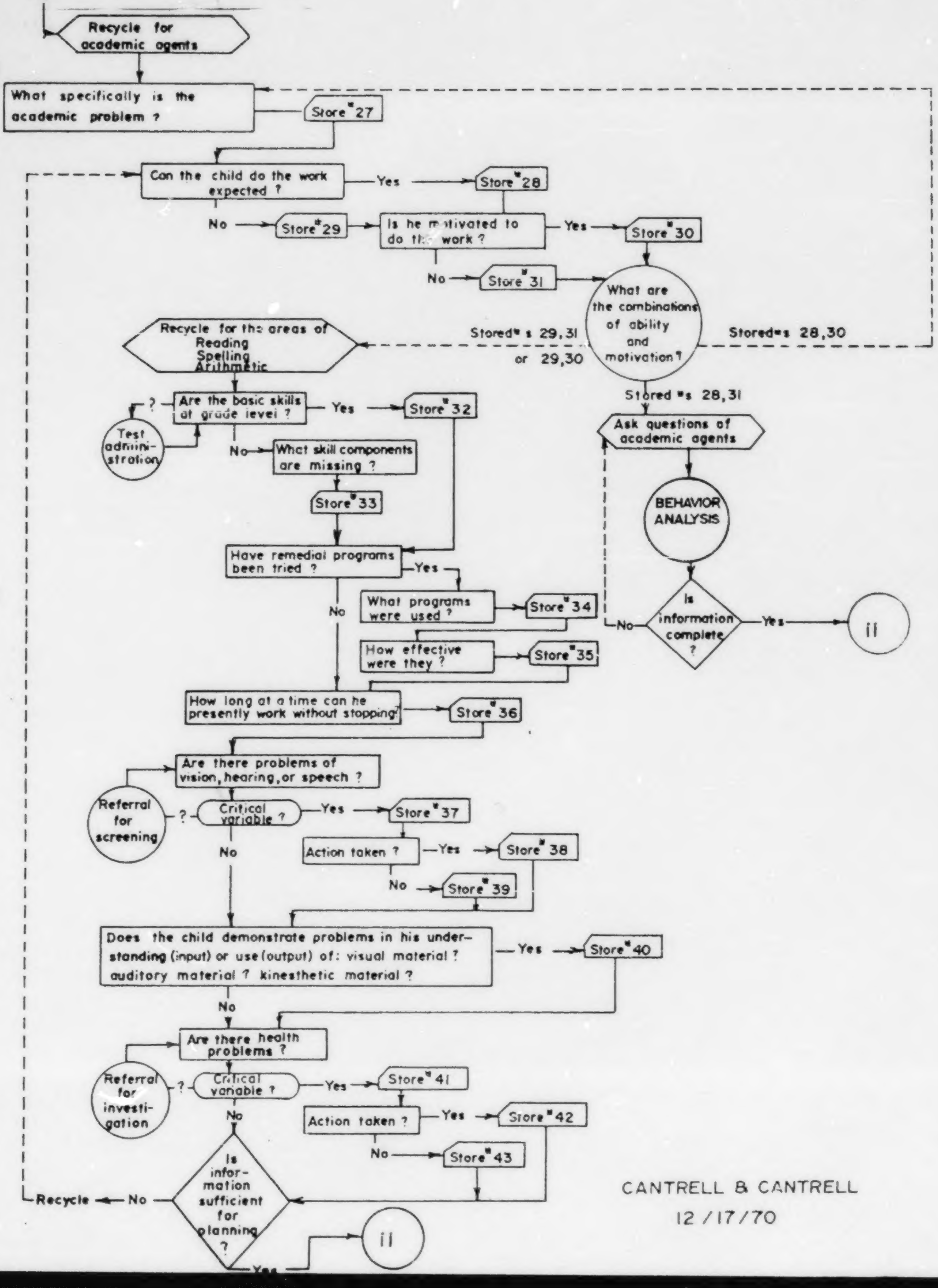
ⓑ ACADEMIC ANALYSIS


Recycle for academic agents
What specifically is the academic problem ?
Store # 27
Can the child do the work expected ?
Yes
Store # 28
No
Store # 29
Is he motivated to do the work ?
Yes
Store # 30
No
Store # 31
What are the combinations of ability and motivation ?
Stored #s 29,31 or 29,30
Stored #s 28,30
Stored #s 28,31
Recycle for the areas of Reading Spelling Arithmetic
Are the basic skills at grade level ?
?
Test administration
Yes
Store # 32
No
What skill components are missing ?
Store # 33
Have remedial programs been tried ?
Yes
What programs were used ?
Store # 34
How effective were they ?
Store # 35
No
How long at a time can he presently work without stopping ?
Store # 36
Ask questions of academic agents
BEHAVIOR ANALYSIS
Is information complete ?
No
Yes
ii
Are there problems of vision, hearing, or speech ?
Referral for screening
?
Critical variable ?
Yes
Store # 37
Action taken ?
Yes
Store # 38
No
Store # 39
No
Does the child demonstrate problems in his understanding (input) or use (output) of: visual material ? auditory material ? kinesthetic material ?
Yes
Store # 40
No
Are there health problems ?
Referral for investigation
?
Critical variable ?
Yes
Store # 41
Action taken ?
Yes
Store # 42
No
Store # 43
No
Is information sufficient for planning ?
Recycle
No
Yes
ii

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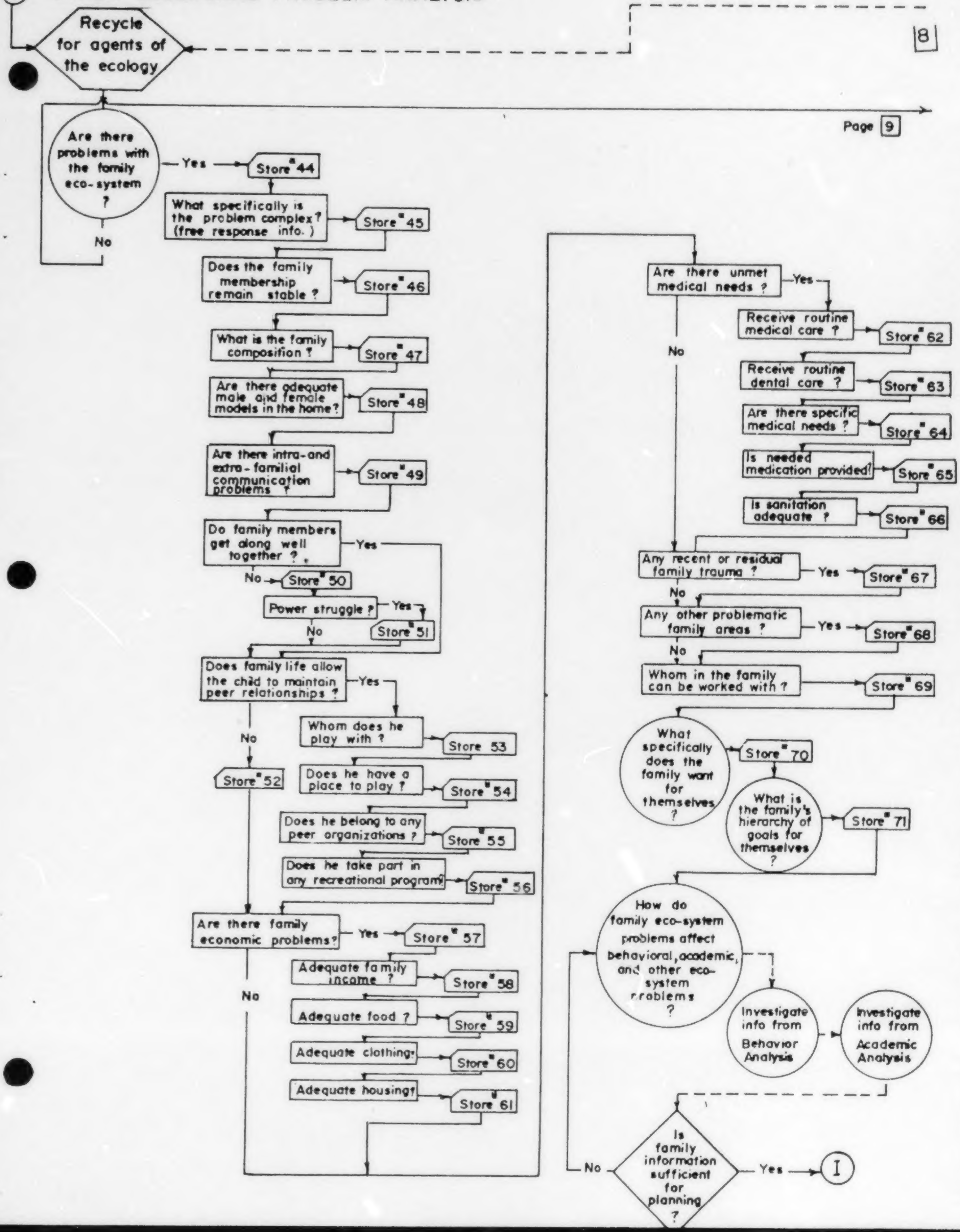
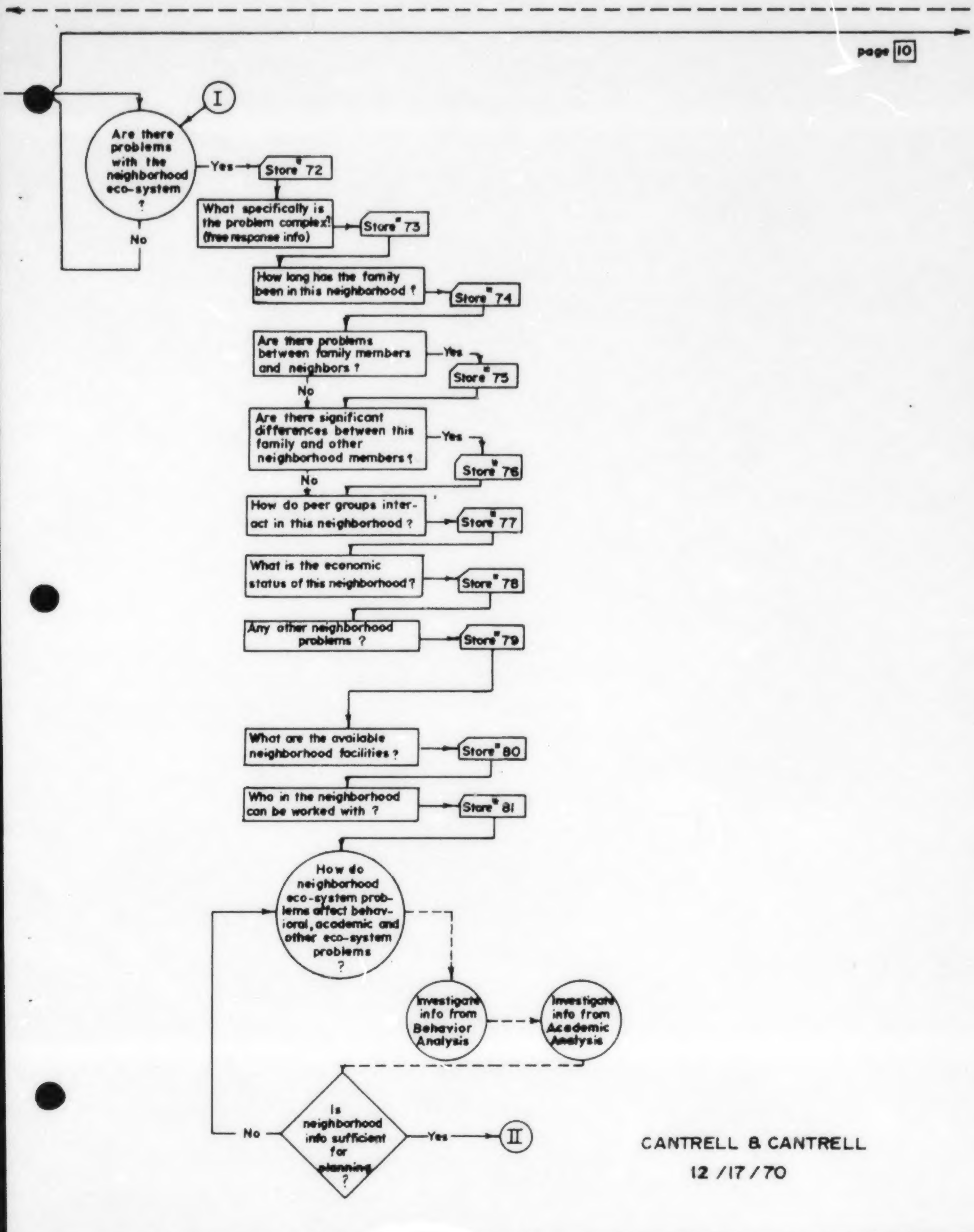
Ⓒ OTHER ECOLOGICAL PROBLEM ANALYSIS


Recycle for agents of the ecology
Page 9
Are there problems with the family eco-system ?
Yes
No
Store # 44
What specifically is the problem complex? (free response info.)
Store # 45
Does the family membership remain stable ?
Store # 46
What is the family composition ?
Store # 47
Are there adequate male and female models in the home?
Store # 48
Are there intra-and extra-familial communication problems ?
Store # 49
Do family members get along well together ?
Yes
No
Store # 50
Power struggle ?
Yes
Store # 51
No
Does family life allow the child to maintain peer relationships ?
Yes
No
Store # 52
Whom does he play with ?
Store 53
Does he have a place to play ?
Store # 54
Does he belong to any peer organizations ?
Store # 55
Does he take part in any recreational program?
Store # 56
Are there family economic problems?
Yes
Store # 57
No
Adequate family income ?
Store # 58
Adequate food ?
Store # 59
Adequate clothing?
Store # 60
Adequate housing?
Store # 61
Are there unmet medical needs ?
Yes
No
Receive routine medical care ?
Store # 62
Receive routine dental care ?
Store # 63
Are there specific medical needs ?
Store # 64
Is needed medication provided?
Store # 65
Is sanitation adequate ?
Store # 66
Any recent or residual family trauma ?
Yes
Store # 67
No
Any other problematic family areas ?
Yes
Store # 68
No
Whom in the family can be worked with ?
Store # 69
What specifically does the family want for themselves ?
Store # 70
What is the family's hierarchy of goals for themselves ?
Store # 71
How do family eco-system problems affect behavioral, academic, and other eco-system problems ?
Investigate info from Behavior Analysis
Investigate info from Academic Analysis
Is family information sufficient for planning ?
No
Yes
I


page 10
I
Are there problems with the neighborhood eco-system ?
Yes
No
Store # 72
What specifically is the problem complex? (free response info)
Store # 73
How long has the family been in this neighborhood ?
Store # 74
Are there problems between family members and neighbors ?
Yes
No
Store # 75
Are there significant differences between this family and other neighborhood members ?
Yes
No
Store # 76
How do peer groups interact in this neighborhood ?
Store # 77
What is the economic status of this neighborhood ?
Store # 78
Any other neighborhood problems ?
Store # 79
What are the available neighborhood facilities ?
Store # 80
Who in the neighborhood can be worked with ?
Store # 81
How do neighborhood eco-system problems affect behavioral, academic and other eco-system problems ?
Investigate info from Behavior Analysis
Investigate info from Academic Analysis
Is neighborhood info sufficient for planning ?
No
Yes
II

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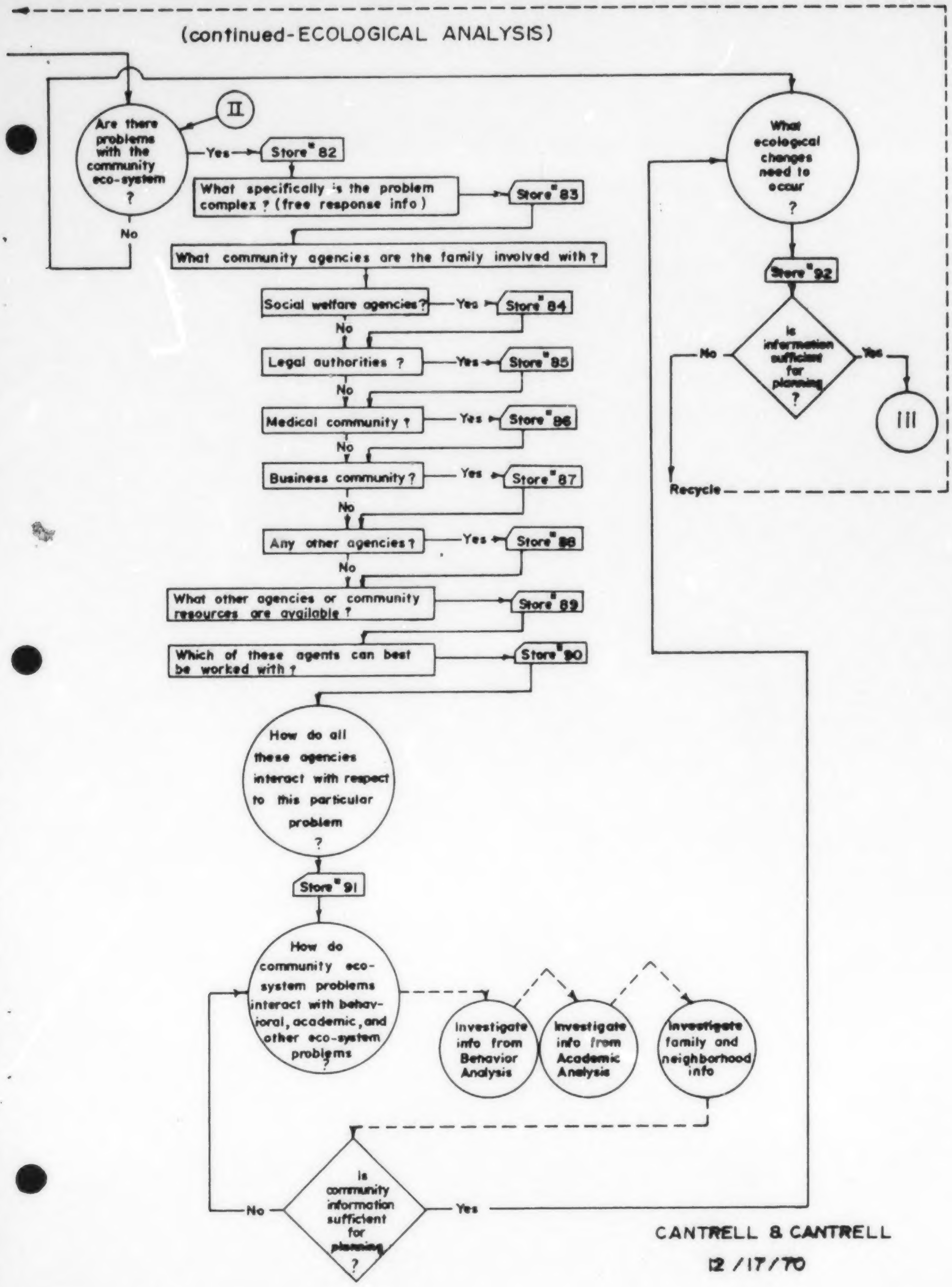
(continued-ECOLOGICAL ANALYSIS)


II
Are there problems with the community eco-system ?
Yes
No
Store # 82
What specifically is the problem complex ? (free response info)
Store # 83
What community agencies are the family involved with ?
Social welfare agencies?
Yes
Store # 84
No
Legal authorities ?
Yes
Store # 85
No
Medical community ?
Yes
Store # 86
No
Business community ?
Yes
Store # 87
No
Any other agencies ?
Yes
Store # 88
No
What other agencies or community resources are available ?
Store # 89
Which of these agents can best be worked with ?
Store # 90
How do all these agencies interact with respect to this particular problem ?
Store # 91
How do community eco-system problems interact with behavioral, academic, and other eco-system problems ?
Investigate info from Behavior Analysis
Investigate info from Academic Analysis
Investigate family and neighborhood info
Is community information sufficient for planning ?
No
Yes
What ecological changes need to occur ?
Store # 92
Is information sufficient for planning ?
No
Yes
III
Recycle

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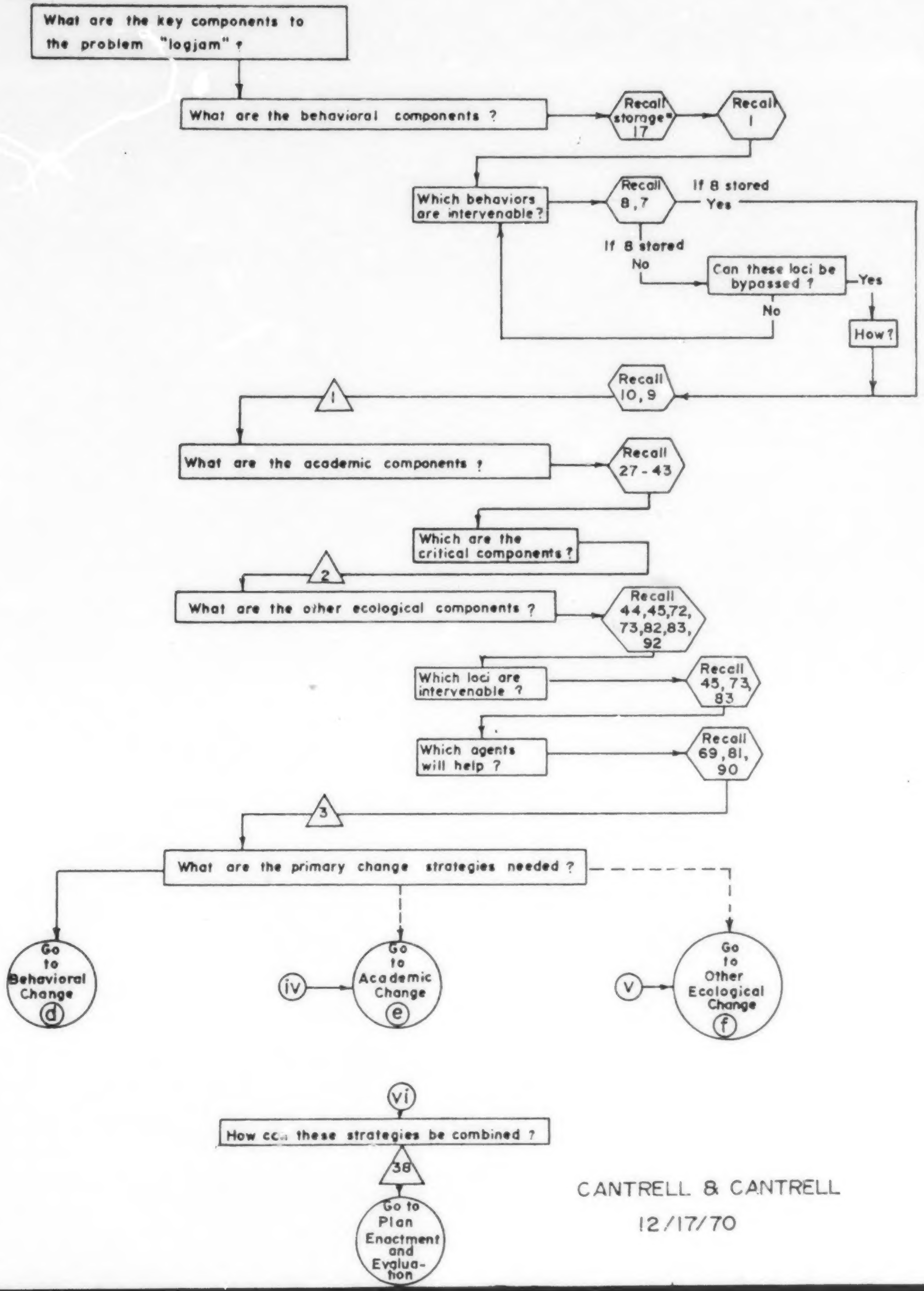
© INTERVENTION PLANNING


What are the key components to the problem "logjam"?
What are the behavioral components?
Recall storage* 17
Recall 1
Which behaviors are intervenable?
Recall 8, 7
If 8 stored Yes
If 8 stored No
Can these loci be bypassed?
Yes
No
How?
Recall 10, 9
1
What are the academic components?
Recall 27 - 43
Which are the critical components?
2
What are the other ecological components?
Recall 44, 45, 72, 73, 82, 83, 92
Which loci are intervenable?
Recall 45, 73, 83
Which agents will help?
Recall 69, 81, 90
3
What are the primary change strategies needed?
Go to Behavioral Change d
iv
Go to Academic Change e
v
Go to Other Ecological Change f
vi
How can these strategies be combined?
38
Go to Plan Enactment and Evaluation

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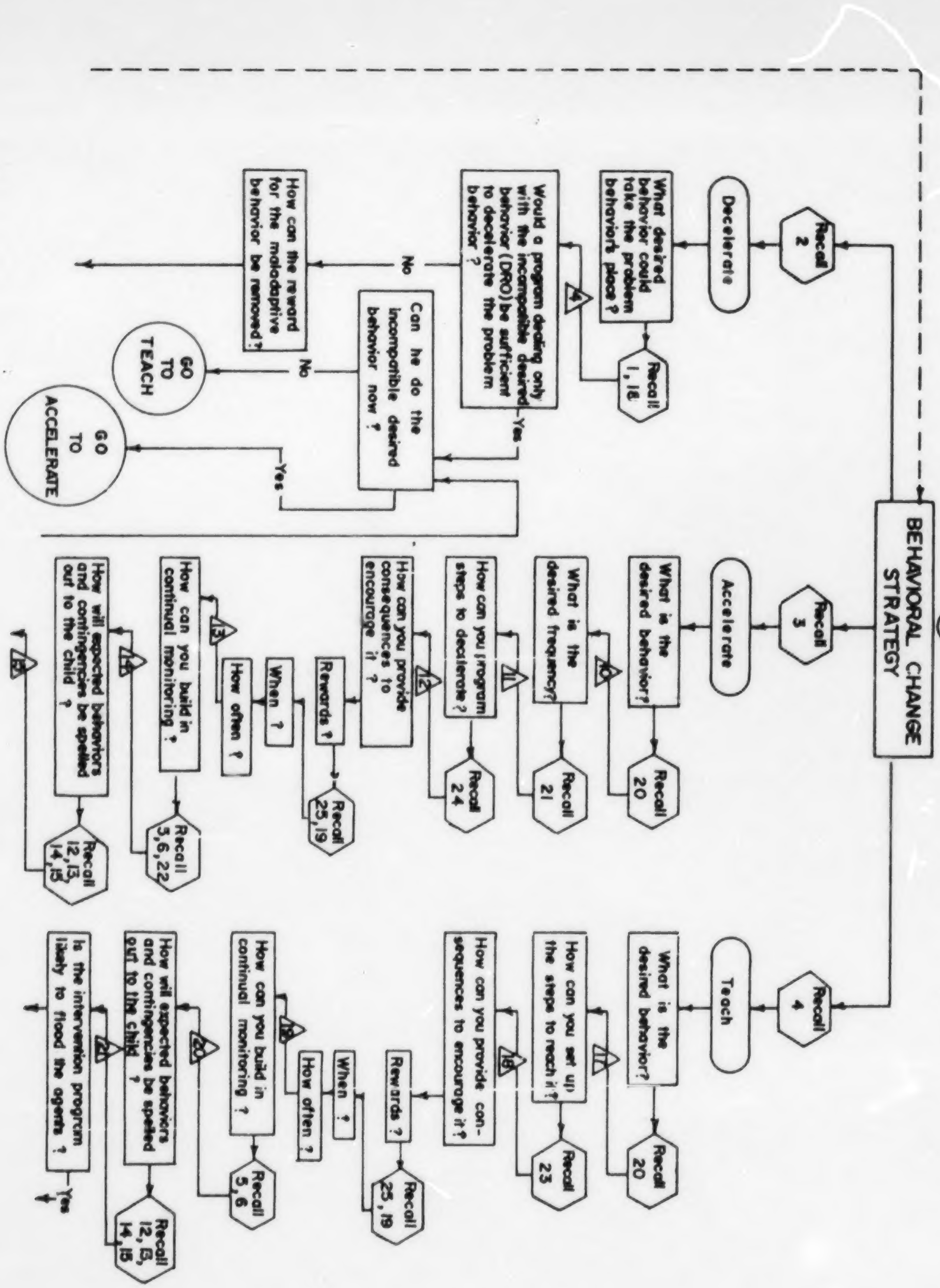
d
BEHAVIORAL CHANGE STRATEGY
Recall 2
Decelerate
What desired behavior could take the problem behavior's place?
Recall 1, 18
14
Would a program dealing only with the incompatible desired behavior (DRO) be sufficient to decelerate the problem behavior?
Yes
No
Can he do the incompatible desired behavior now?
No
Yes
GO TO TEACH
GO TO ACCELERATE
How can the reward for the maladaptive behavior be removed?
Recall 3
Accelerate
What is the desired behavior?
Recall 20
10
What is the desired frequency?
Recall 21
11
How can you program steps to decelerate?
Recall 24
12
How can you provide consequences to encourage it?
Rewards ?
When ?
How often ?
Recall 25, 19
13
How can you build in continual monitoring ?
Recall 5, 6, 22
14
How will expected behaviors and contingencies be spelled out to the child ?
Recall 12, 13, 14, 15
15
Recall 4
Teach
What is the desired behavior?
Recall 20
17
How can you set up the steps to reach it?
Recall 23
18
How can you provide consequences to encourage it?
Rewards ?
When ?
How often ?
Recall 25, 19
19
How can you build in continual monitoring ?
Recall 5, 6
20
How will expected behaviors and contingencies be spelled out to the child ?
Recall 12, 13, 14, 15
21
Is the intervention program likely to flood the agents ?
Yes

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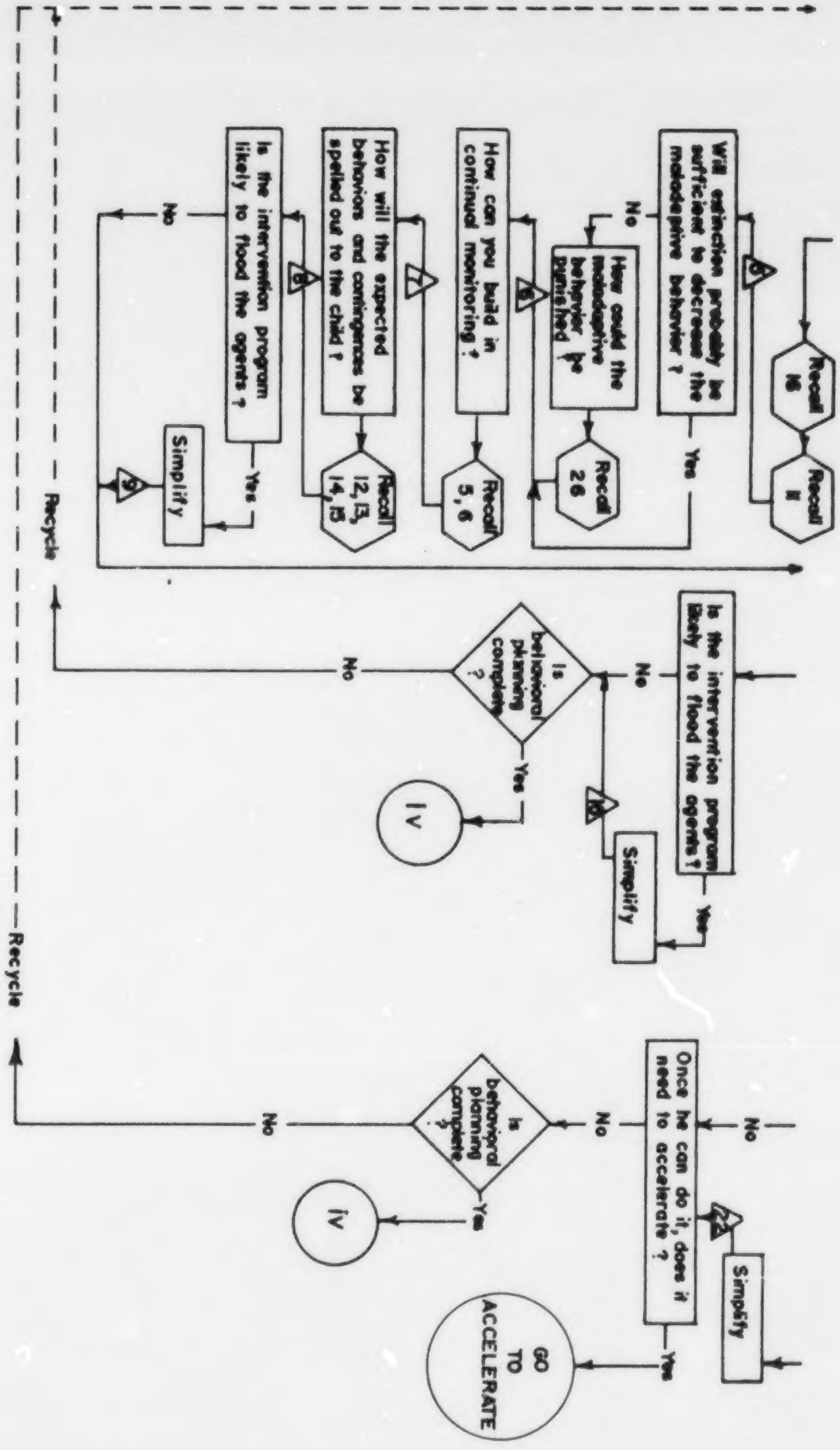
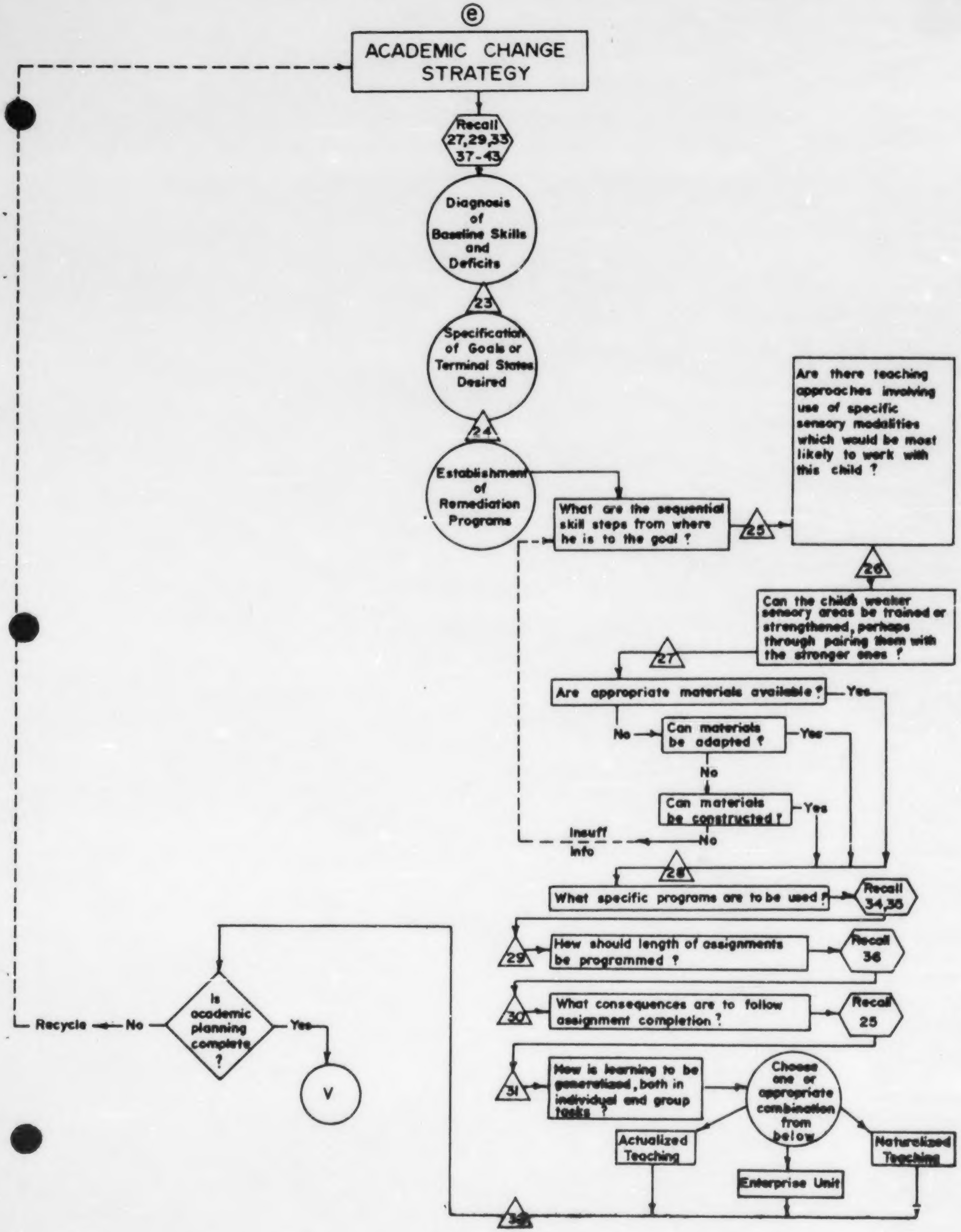
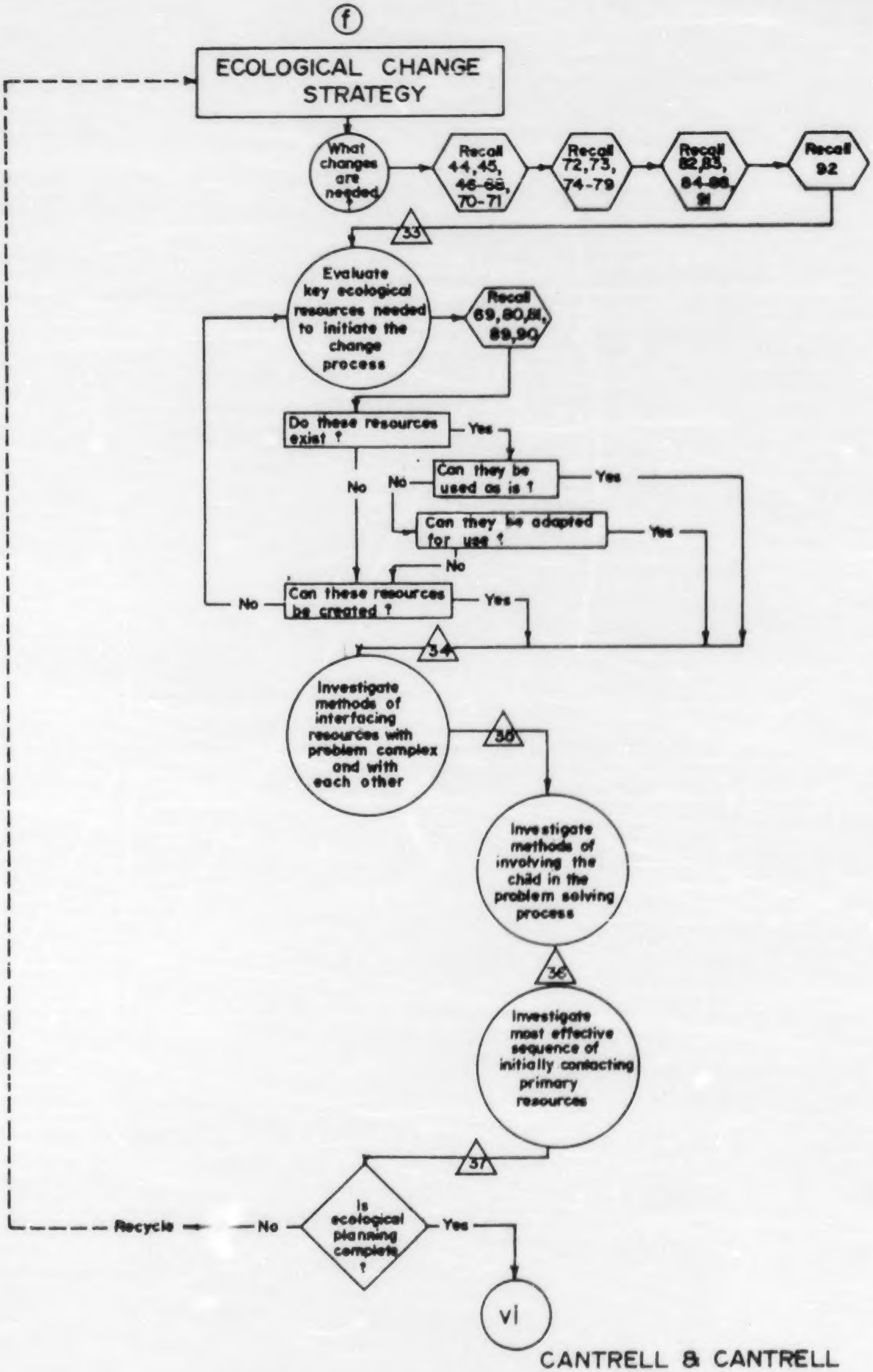

Recall 16
Recall 11
6
Will extinction probably be sufficient to decrease the maladaptive behavior ?
No
Yes
How could the maladaptive behavior be punished
Recall 26
5
How can you build in continual monitoring ?
Recall 5, 6
7
How will the expected behaviors and contingences be spelled out to the child ?
Recall 12, 13, 14, 15
8
Is the intervention program likely to flood the agents ?
No
Yes
Simplify
9
Recycle
Is the intervention program likely to flood the agents ?
No
Yes
Simplify
10
Is behavioral planning complete ?
No
Yes
IV
Recycle
No
Once he can do it, does it need to accelerate ?
No
Yes
Simplify
22
Is behavioral planning complete ?
No
Yes
IV
GO TO ACCELERATE


ⓔ
ACADEMIC CHANGE STRATEGY
Recall 27,29,33 37-43
Diagnosis of Baseline Skills and Deficits
23
Specification of Goals or Terminal States Desired
24
Establishment of Remediation Programs
What are the sequential skill steps from where he is to the goal ?
25
Are there teaching approaches involving use of specific sensory modalities which would be most likely to work with this child ?
26
Can the child's weaker sensory areas be trained or strengthened, perhaps through pairing them with the stronger ones ?
27
Are appropriate materials available ?
Yes
No
Can materials be adapted ?
Yes
No
Can materials be constructed ?
Yes
No
Insuff info
28
What specific programs are to be used ?
Recall 34,35
29
How should length of assignments be programmed ?
Recall 36
30
What consequences are to follow assignment completion ?
Recall 25
31
How is learning to be generalized, both in individual and group tasks ?
Choose one or appropriate combination from below
Actualized Teaching
Enterprise Unit
Naturalized Teaching
32
Is academic planning complete ?
Recycle
No
Yes
V


f
ECOLOGICAL CHANGE STRATEGY
What changes are needed
Recall 44,45, 46-68, 70-71
Recall 72,73, 74-79
Recall 82,83, 84-88, 91
Recall 92
33
Evaluate key ecological resources needed to initiate the change process
Recall 69,80,81, 89,90
Do these resources exist ?
Yes
No
Can they be used as is ?
No
Yes
Can they be adapted for use ?
Yes
No
Can these resources be created ?
No
Yes
34
Investigate methods of interfacing resources with problem complex and with each other
35
Investigate methods of involving the child in the problem solving process
36
Investigate most effective sequence of initially contacting primary resources
37
Is ecological planning complete ?
Recycle
No
Yes
vi

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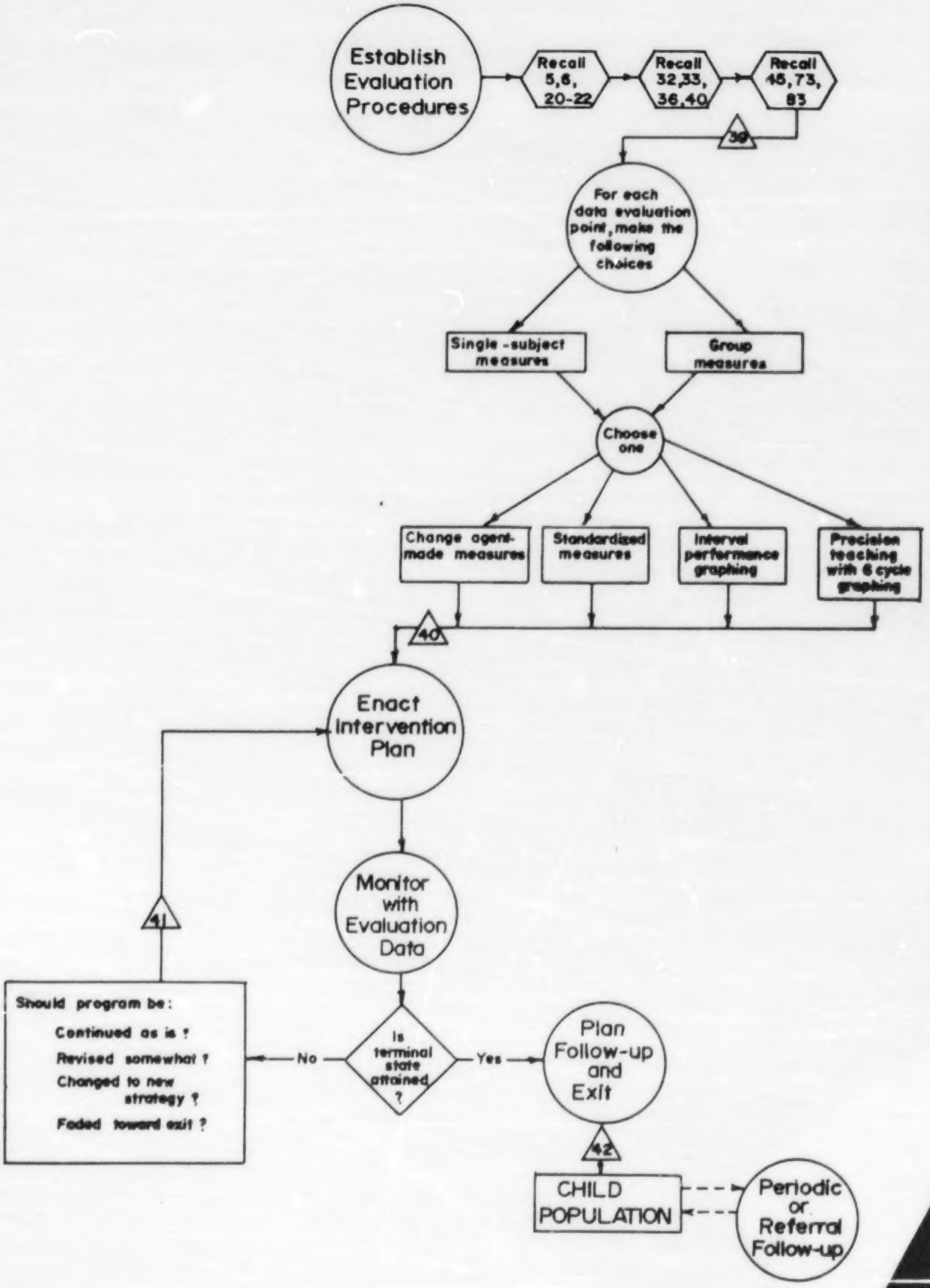
Ⓓ Ⓔ Ⓕ & Ⓖ PLAN ENACTMENT, EVALUATION, REVISION, AND FOLLOW-UP


Establish Evaluation Procedures
Recall 5,6, 20-22
Recall 32,33, 36,40
Recall 45,73, 83
39
For each data evaluation point, make the following choices
Single-subject measures
Group measures
Choose one
Change agent-made measures
Standardized measures
Interval performance graphing
Precision teaching with 6 cycle graphing
40
Enact Intervention Plan
Monitor with Evaluation Data
41
Should program be:
Continued as is ?
Revised somewhat ?
Changed to new strategy ?
Faded toward exit ?
No
Is terminal state attained ?
Yes
Plan Follow-up and Exit
42
CHILD POPULATION
Periodic or Referral Follow-up

Prevention-Intervention Project
Metropolitan Nashville-Davidson County Public Schools, Grantee
Hamilton County Public Schools, Kingsport City Schools
Memphis City Schools, Robertson County Public Schools

Part II

Progress and Activity Report
ESEA, Title III

1. In summary, the objectives and evaluation techniques for this project were:

   a. To write an acceptable formal proposal for multiple federal agency funding for adaptation of the residential program of the Tennessee Re-Education Institute to the public school situation.

   Through cooperation of the five participating school systems in setting policy guidelines, providing specific data, disseminating information locally, and assigning professional staff members for liaison purposes, an acceptable formal proposal was written and submitted according to the federal guidelines and schedule, resulting in a $345,000 funding for the first year of operation. Through the coordinating efferts of the Tennessee State Department of Education, the funding of $335,000 from three federal sources under one aegis (Title III, ESEA, Section 306) was accomplished. The State Department of Education has funded, through Title VI, the operational phase of the project with $10,000.

   b. To establish an executive committee representing the grantee system, State Department of Education, Tennessee Re-Education Institute and other appropriate agencies to assist in the planning of the project and to serve in an executive and coordinating role during the operation of the project.

   This committee was organized and the facts that it met six times in official session between March and July, that it is set up as the policy making body, that all systems and State Department of Education are represented on the committee by high level administrators, and that the committee continues to function are good indications that this objective has been fulfilled.

   c. To organize and establish, through the executive committee, an advisory committee composed of representatives of the local school systems, their communities, and other participating agencies for the purpose of the advisory committee's making suggestions for proposal development and project operation.

   The advisory committee was organized and established. It consists of two persons from each participating school system. Two meetings were held before July 15 and two meetings have been held since. In addition each participating system has a local advisory committee.

d. To establish the responsibilities of a project director and to employ one who will help with planning activities and coordinate the operational program.

The facts that a project director was hired, that the planning activities were completed successfully, and that the operational phase is in operation indicate that this objective has been accomplished.

e. To complete job descriptions and establish procedures for identifying and enlisting the supplementary personnel to participate in the program in the experimental schools and to work with the regular teachers already employed.

In accordance with the schedule of operation, all personnel descriptions were completed and all personnel hired.

f. To plan basic dissemination strategies for the operational project with provision for visitation and workshops by and for professional groups as well as vital community organizations in ways to assure no contamination of the evaluation procedures.

This objective was accomplished in part, but what was proposed did not occur to the extent implied. In the initial phases of the operational phase, some more of this was done.

g. To write contracts between the project and Tennessee Re-Education Institute for the latter to provide staff training, consultation, and evaluation.

The contracts mentioned in this objective have been written, are in effect, and have received written approval from the U.S. Office of Education.

In addition, since there was a large subcontract (again with the Tennessee Re-Education Institute) involved in this planning project, there were three objectives which were directly related to the subcontracted activity.

a. To modify the residential instructional model of the Tennessee Re-Education Institute so that it is suitable for introduction into and for use in a public school setting.

b. To develop training materials for use in preparing the supplementary personnel for their supportive roles in the respective experimental schools.

c. To investigate further the role and planning of ancillary services such as psychological services and to investigate and implement ways of working co-operatively to meet project goals.

The attachment to this report, bound in a looseleaf notebook, is the final report of the subcontractor and fully describes the extent to which the three subcontracted objectives were fulfilled.

2. Project endeavors exceeding expectations and those falling below expectations are as follows:

   a. The project endeavors in which the anticipated results have exceeded expectations are six in number:

      --The organization, extablishment, and operation of both the Executive Committee and Community Advisory Council has been highly successful. The interest displayed by the members, the willingness of the participating school systems to assign high level administrative personnel to the Executive Committee, the response of truly representative citizens for service on the Community Advisory Council, the consistency with which meetings have been attended, the numerous suggestions that have been made by both groups, the careful consideration of policy and other matters made by the Executive Committee, and the continuing expressed interest in and concern for the welfare of the project are all indicative of the success of the important project endeavor.

      --The adaptation, reduced to writing, of the residential instructional model of the Tennessee Re-Education Institute was accomplished on an unusually high level as one of the subcontracted activities. Both in narrative and flow chart form, the adaptation is designed for effective implementation and careful evaluation. The attachment to this report bound in a looseleaf notebook is the final report of the subcontractor and fully describes the adaptation which was written.

      --The evaluation design for the entire operational project is precise, exacting, and specifically geared to the objectives. The design may be found on pages 107 - 132 in the formal project proposal which is on file in the Tennessee State Department of Education.

      --The plans for the training of the support personnel is outlined carefully and completely along with the specific evaluation plans for that activity is in the attached final report of the subcontractor.

      --The support and assistance given the project by the Tennessee State Department of Education has far exceeded expectations. The entire planning project has been financed through the State Title III, ESEA program. The Department staff members have given both direct and consultative assistance in a measure far surpassing the usual.

      --The smoothness with which the planning of a project involving the close cooperation of two State Departments (Education and Mental Health), five school systems, and three federal sections or branches has been accomplished certainly merits mention.

b. While a number of project endeavors turned out no better or worse than expected, only one did not measure up to reasonable expectations. The formal proposal was satisfactory enough in organization and content to be approved, but from a compositional and typographical standpoint, there is a large part of it which is substandard.

3. Since this was a planning project only, it would not be appropriate to suggest that major changes have been made in the participating institutions and agencies. However, it is appropriate to mention that all systems and agencies that indicated initial interest in the project participated enthusiastically during the planning stage and all have remained an active part of the project into the operational phase. All participants have been willing to spend time, money and energy to set up plans for the testing of methodology which in effect and approach is significantly different from the typical educational modus operandi, although in purpose, it is not different.

4. Again, the fact that this project was a relatively short term one for the sole purpose of planning, makes any valid statement of change in participating agencies difficult if not impossible. It can not be said that changes have not taken place, but to document the opposite is not possible. Under these circumstances, it is perhaps more fitting to point out the consistency of support, the continuance of participation, and the growth in perception and understanding of the project elements which seems to be in evidence now and must have begun and developed during the planning phase.

   The community agencies which were in some way involved in the planning project are as follows:

   a. Tennessee State Department of Education

   b. Tennessee State Department of Mental Health (on behalf of the Tennessee Re-Education Institute--now Child and Youth Development Institute)

   c. Hamilton County Public Schools

   d. Kingsport City Schools

   e. Memphis City Schools

   f. Metropolitan Nashville-Davidson County Public Schools

   g. Robertson County Public Schools

   h. Metropolitan Nashville Education Association

   i. Metropolitan Nashville Parent-Teacher Association Council

5. There were no major changes in the objectives or procedures during the funding period. Some changes which were not major in the sense of redirecting the project are as follows, however:

   a. In the project objectives (see planning project, pages 12-14), some changes were made:

--In Objective # 1, the date for completion of the formal proposal was changed from May 7 to May 21 in accordance with a change in submission date by U. S. O. E.

--Objective # 2 calls for the Tennessee State Department of Education to be represented on the Executive Committee. The State Department chose to remain in an advisory capacity because of the fact that the Department was funding the project.

--Objective # 3 called for the establishment of the Community Advisory Committee by March 15. Because final approval of funding did not come until the first week in March, the Community Advisory Council was not organized until April 19.

--In Objective # 4, March 1 is the date upon which a project director was to be employed. Again, since funding was not announced until after that date, it was March 24 before employment was accomplished although on March 9, at the first official meeting of the Executive Committee after the announcement of project funding, the employment procedures were set in motion.

--Objective # 6 calls for project job descriptions and recruitment procedures to be established by May 1. Guidelines were set up on April 19, but the approval of the job descriptions took place on May 7.

--Originally, Objective # 7 called for dissemination strategies for the operational phase to be completed by May 7. While this had been discussed considerably by that time, the final proposal was not approved until May 14.

--Contracts called for under Objective # 8 were not completed until July 3, but were made appropriately retroactive and at the date of this report have been approved in writing by U. S. O. E.

b. The planning project was granted an extension until July 15 so as to enable more nearly complete fulfilment of the subcontracted objectives particularly.

6. Since this was a planning project, the effectiveness of the project as a demonstration is really not a suitable consideration. However, the final report (attached in a looseleaf notebook) of the subcontractor gives both qualitative and quantitative information about the most significant activities of the project.

   a. This planning project enabled an acceptable formal proposal to be written and the program is in the initial stages of the operational phase at this time.

   b. Because the formal proposal was funded and the participants continued support and interest, the project is operating at this time.

   c. The participants in the operational phase are the same as those involved in this planning project (see planning proposal, page 12).

Prevention-Intervention Project
Metropolitan Nashville-Davidson County Public Schools, Grantee
Hamilton County Public Schools, Kingsport City Schools
Memphis City Schools, Robertson County Public Schools

Part III

Evaluation Report
ESEA, Title III

Section A: Final Evaluation

1. In keeping with the evaluation design of the planning project, the major evidence of the effectiveness of the project is the production of a formal proposal which was funded by four agencies for a total of $345,000, three under one aegis (Title III, ESEA, Section 306). This proposal is on file in the Tennessee State Department of Education.

2. In addition, the most significant activities of the project were handled by subcontract with the Tennessee Department of Mental Health (on behalf of the Tennessee Re-Education Institute). The full report of the subcontractor is attached, bound in a looseleaf notebook.

Section B: Effectiveness of the Project as a Demonstration

Since this was a planning project, the effectiveness of the project as a demonstration is really not a suitable consideration. However, the final report (attached in a looseleaf notebook) of the subcontractor gives both qualitative and quantitative information about the most significant activities of the project.

a. This planning project enabled an acceptable formal proposal to be written and the program is in the initial stages of the operational phase at this time.

b. Because the formal proposal was funded and the participants continued support and interest, the project is operating at this time.

c. The participants in the operational phase are the same as those involved in the planning project (see planning proposal, page 12).

Prevention-Intervention Project
Metropolitan Nashville-Davidson County Public Schools, Grantee
Hamilton County Public Schools, Kingsport City Schools
Memphis City Schools, Robertson County Public Schools

Part IV

Dissemination Report
ESEA Title III

Section A: Summarize Dissemination Activities

Because this project was for the purpose of planning, and because the nature of the project involves results that depend upon the analysis of relatively long term data there has been very little if any formal dissemination involved in this project. Also, an attempt to keep the evaluation activities as little more contaminated as possible by outside factors has necessarily caused a conservative attitude toward formal dissemination.

Section B: Newsletters and Clippings

Since all dissemination was internal or , if public, for specific purposes relative to the organization of the project and completion of the proposal, there are no public media examples to attach.

Section C: Copies of Items Produced

Items produced are listed, described, and in some cases reproduced in the appendices of the attached report (bound in a looseleaf notebook) of the subcontractor.